DOCUMENT RESUME

ED 129 715 95 SP 010 417

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TITLE Reflections on Change in Teacher Education. A Final Report to USOE for an Institutional Grant.
INSTITUTION Indiana Univ., Bloomington. School of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 76
NOTE 163p.

EDRS PRICE MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS Boards of Education; *College School Cooperation; *Educational Change; *Program Development; *Schools of Education; Teacher Behavior; *Teacher Education; Universities; University Extension
IDENTIFIERS Indiana University

ABSTRACT

The Division of Teacher Education (DTE) at Indiana University, Bloomington, explored ways in which the university could better serve American public schools under a program funded by the United States Office of Education. This document, the final report, includes a description of activities and evaluation efforts, and recommendations for future program activities. The original proposal set forth a plan to identify and ameliorate six conditions requiring reform in institutions of higher learning in order to enhance the quality of teacher education and thereby better serve schools, students, and communities. They are: (1) the over-bureaucratization of schools of education and the low priority assigned to the education of teachers; (2) the isolation of schools of education and the low priority assigned to the education of teachers by other academic units at the university; (3) the separation of university and school level experiences for the prospective teacher; (4) the divorce of teacher education from the real world; (5) the failure to develop strategies, tactics, and materials that have a cumulative effect on the development of teacher education; and (6) the temporary nature of innovations and experiments. Pursuant activities involved Indiana University in a partnership with communities and local educational agencies in reforming teacher education and, subsequently, teacher behavior in schools; up-grading the priority assigned to teacher education programs within the institution; and providing for the development of a wider range of strategies, tactics, and materials that would have a cumulative effect on teacher education programs and lead to the development of theories about teacher education. Although evaluations were conducted at all levels throughout the program, this final report examines the effectiveness of the DTE in meeting its goals. Appendices cover: development of the DTE; preparation options in teacher education; description of evaluation activities; the mission of the school of education; and activities of the dissemination component. (MM)

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ED1297

REFLECTIONS ON CHANGE IN TEACHER EDUCATION

A FINAL REPORT TO U.S.O.E. FOR AN INSTITUTIONAL GRANT

School of Education

Indiana University/Bloomington

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REFLECTIONS ON CHANGE IN TEACHER EDUCATION

A Final Report to U.S.O.E. for an Institutional Grant

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TABLE OF CONTENTS

	Page
BACKGROUND	1
EVALUATION PERSPECTIVE	5
Selected Model	7
PREPARATION ALTERNATIVES	12
Quest for Improved Quality Preparation	14
New Programs and Projects	15
Professional Employment Market	15
A Concern for Minority Groups	17
Field Based Programs	18
Evolution and Maintenance of Programs-Projects	21
Concluding Remarks	26
ADHOCRACY AND CHANGE	28
KNOWLEDGE PRODUCTION	35
SIGNIFICANCE OF EFFORT	42
In Summary	43
BIBLIOGRAPHY	46

APPENDICES

A. - The Development of the Division of Teacher Education	57
B. - Preparation Options in Teacher Education	73
C. - Description of Evaluation Activities.	98
D. - Meeting the Teacher Education Mission of the School of Education.	146
E. - Activities of the Dissemination Component	151

The Division of Teacher Education (DTE) at Indiana University was conceived and instituted in 1972 under a United States Office of Education (USOE) Institutional Grant (APPENDIX A-"The Development of the Division of Teacher Education and the Institutional Grant"). The major ambition of this funding effort was to explore ways in which the University could better serve American public schools, their students, and communities. Traditionally, the University has had its most direct impact on public schools and the quality of education therein through its role as a trainer of public school teachers. Therefore, teacher preparation was the Grant's primary focus. The original proposal identified six conditions requiring reform in institutions of higher learning in order to enhance the quality of teacher education:

- The over bureaucratization of schools of education and the relatively low priority assigned to the education of teachers;
- The isolation of schools of education and the low priority assigned to the education of teachers by other academic units at the University;
- The separation of University and school level experiences for the prospective teacher;
- The divorce of teacher education from the real world;
- The failure to develop strategies, tactics, and materials which have a cumulative effect on the development of teacher education; and
- The temporary nature of innovations and experiments.

The plan, which was aimed at ameliorating these problems, (1) involved Indiana University in a partnership with communities and local educational agencies in reforming teacher education and subsequently teacher behavior in schools; (2) up-grading the priority assigned to teacher education within the institution; (3) providing for the development of a wider range of strategies, tactics, and materials that would have a cumulative effect

on teacher education programs, and lead to the development of theories about teacher preparation. To say the least, the intentions were broad and encompassing.

It was understood that addressing these problems would require major modifications in both the organizational structure and curricular zeitgeist in the School of Education which was, at the time the Institutional Grant proposal was being formulated, considering organizational restructuring to facilitate communication among faculty, encourage innovation, and make the programs generally more responsive to the needs of their prime constituency. The Institutional Grant provided important fiscal support to facilitate the reorganization effort. What resulted was the establishment of a Division of Teacher Education, effective July 1, 1972, which provided the structure for interdisciplinary teams of faculty, drawn from within and outside the School of Education, school personnel and community representatives to implement differential programs aimed at providing varied experiences for prospective teachers.

Conventional teacher preparation programs invariably view students homogenously, and therefore, are frequently and justifiably criticized for ignoring cultural differences and cultural change. The proposal called for a variety of programs aimed at producing alternative training methods and advocated ways to study their effectiveness and relevancy. The programs would be designed to reflect the diverse backgrounds of the trainees and the diverse settings and roles in which they would someday function as teachers. Additionally, it was hoped that the programs would respond to emerging market needs, and serve those populations least served by existing methods and systems. During the past four years over thirty such alternative teacher education programs came into existence at Indiana University (APPENDIX B-"Preparation Options in Teacher Education").

Besides the organization strategies designed to extend across the full range of university departments, plans were made to reconceptualize the role of local education agencies and community agents in the training of teachers at Indiana University. This was predicated on the assumption that prospective teachers need early, frequent, and diversified contacts with operating public schools and systematic interaction with a broad array of community personnel. These arrangements were established on a *quid quo* basis whereby local schools could accomplish substantial change through inservice teacher development and community agencies would have additional resources to realize community goals in the form of professor and trainee participation.

Toward the end of providing an optimal training experience for its students, the School had to extend its efforts beyond training to the development of new knowledge and the new application of existing knowledge in teacher preparation. In order to create and expand the knowledge base it was essential that robust evaluation and research efforts be initiated. Plans were developed to facilitate inquiry within each of the specific programs, and broader designs projected exploration across the varied training options. An evaluation center was developed to enhance the quality of the inquiry process (APPENDIX C-"Description of Evaluation Activities").

Finally, and perhaps most significant, was the desire to institutionalize a process at Indiana University that would allow teacher education to continuously be responsive to emerging needs on the part of prospective teachers, changes occurring in the public schools, and other forces shaping American education. In essence, then, the salient intention was to institutionalize change itself, and the Bureau of Educational Personnel Development within the U.S. Office of Education that funded the Institutional

Grant proposal believed that a site concentration of funds could produce greater impact than other methods tried. Both in terms of reaching least well served populations and in terms of developing and installing more effective ways for the educational system to change.

# # #

EVALUATION PERSPECTIVE

When evaluating a project such as the DTE a conscientious effort is needed to find the forces which shaped the program; the nature of the opposition encountered; the way different groups such as faculty, administrators, and students have supported or participated in the program, what happened and why. The salient concern in the evaluation of a project such as this one is not "Does it work?" or even, "How successful was it?" but rather, "What happens when a program such as this is introduced?" In other words, the evaluation need not only judge the worth of the DTE's efforts, but most importantly, it ought to promote significant understanding about the way in which such a project can affect developments in teacher education. It is naive to believe that an evaluation of a program as amorphous and complex as that of the DTE, or any teacher education program for that matter, could be assessed on the basis of prescribed outcome measures. It takes time to understand and ultimately judge the capabilities of a teacher. No meaningful evaluation can occur until a teacher trained in a program such as the DTE has left the preparation phase and is teaching. And, then, it is her/his colleagues, students, administrators, etc. who are the ultimate judges (Buffie, 1976). All one can legitimately do in assessing a broad scale teacher education program is to try to understand the kind of experiences provided, and intuit how such experiences are an improvement over what was, and how they might produce capable, energetic, committed, and innovative teachers.

Ongoing evaluations were conducted in the DTE at all levels during the three years of the Institutional Grant. Most of the evaluation activities were formative in nature and helped produce better quality programs by providing systematic feedback to program developers and DTE

administrators responsible for making critical decisions along the way. There were no constraints on evaluation methodologies, but every program and project was required to conduct ongoing or process evaluations as part of its program development. This evaluation process also generated an inordinate amount of evidence which will serve as a useful and important data base for future research and evaluation efforts (Coppedge & Smith, 1974), (Evaluation Team, 1973b), (Harste, 1973b), (Harty, 1975b), (Mahan & Lacefield, 1976), and (Swayze, 1974).

The final evaluation, however, was conceived as a product evaluation examining the effectiveness of the DTE in meeting its goals. At the time of the evaluation, the Division was a large, complex organization consisting of more than 30 alternative teacher education programs. A comprehensive evaluation demanded that all possible viewpoints--faculty, students, public school personnel, graduates, administrators, etc.--be presented. It would have been inexorably confusing to undertake such an enormous task haphazardly. In developing a unified, coherent design or evaluation framework it was essential that a broad inquiry perspective inform all subsequent plans. It was realized that although evaluations of large scale federal intervention programs were utilized increasingly to analyze educational alternatives and direct policy formulation, the information utilized was insufficient at best and irrelevant at worst to meet this increased responsibility. At the same time, it was believed that policy groups incessantly failed to employ systematic procedures for reaching educational decisions. Judgments are often based on less than complete evidence. Seldom is a free inquiry into all aspects of the potential alternatives made prior to issuing a decision.

SELECTED MODEL

The evaluation framework selected for the summative design was the judicial evaluation model. The judicial model was selected because it stipulated procedures for involving a wide spectrum of people. It did not rest solely on the program's original objectives; it focused on relevant issues. It offered a format to assist in decision making. It relied on the broad information base that existed in DTE, and most significantly, it promised to present a comprehensive view of the program, to illuminate strengths as well as weaknesses, and to accomplish all this in a public fashion.

In general, the judicial evaluation model adapts and modifies certain procedures from both jury trials and administrative hearings in the field of law. The intents are to develop a clear set of issues upon which to focus the inquiry, rely more on human testimony than other evaluation approaches do, present a balanced view of the evidence by employing two evaluation teams exploring the different sides of the issues, and finally, structure the deliberations of the decision making group. The forum for carrying out such procedures is an educational hearing. The hearing is not intended to totally replace existing designs for the collection and analysis of evaluation evidence, but rather to provide a more effective way of adequately presenting balanced factual data. With most evaluation approaches many of the assumptions, rationales, methods of data collection and analyses of evaluation reports are allowed to pass unchallenged. The judicial evaluation model provides for the structured consideration of alternative arguments and inferences to keep the evaluation both intellectually honest and fair. Unlike true adversary proceedings in the field of law where the object is presumably to win, educational hearings are aimed at

producing broad program understanding, exploring the complexity of educational issues, and keeping at least two sides of the truth alive (APPENDIX C-"Description of Evaluation Activities").

The decision to employ this innovative evaluation model was congruent with DTE's goal of supporting alternative methods and programs. The implementation of a new evaluation approach during the summative evaluation of the Division itself would publicly demonstrate this fact. The DTE Hearing helped to air the issues. It provided a reasonable and credible forum for many participants to share their beliefs, perceptions, and intuitions about what the program was or was not accomplishing. It allowed for the legitimate argument over what different people believed to be true. Such display provided great clarification, and understanding. It also led to certain ameliorative strategies which hopefully will continue to deliver responsive education to prospective teachers.

During the spring semester (1975) following the DTE Hearing, in-depth interviews were conducted with a variegated cross-section of program participants. The data sources for these interviews can be divided roughly between those whose experience with the Institutional Grant was in preparing the proposal, designing the administrative structure, and occupying administrative positions and those whose involvement was through specific program or project design, maintenance, and instruction. The content, the tenor and breadth of responses from the two groups were naturally quite different. Not surprisingly, the responses of the program/project group were more critical and somewhat weary although there was a general tendency on the part of the directors to feel positive about the development experience, the quality of instruction within the programs, and the outcomes of the specific programs with which they were associated. Those less involved with the day to day operation (as they had moved into

other positions) had the benefit of distance, and their responses tended to be most comprehensive and balanced, least personal, certainly less emotional. Those still involved in an administrative capacity in the DTE were best able to see and articulate what problems were a function of design and implementation, and which had their source either beyond the reach of the innovation or in the weaknesses inherent in university programs aimed at broad scale change.

Although the interviews were aimed at exploring the nuances of the critical lessons learned as a function of the experience, many go[illegible]ogged down with the general feeling of despair faculty have for the state of education at the national level, and the frustration of disproportionate funds provided for educational programs at the state and university levels. This coupled with ambiguous plans for School of Education reorganization, made it difficult at times to focus on the specifics of the DTE.

Nevertheless, the decision was made to proceed with the inquiry and employ interview strategies, in the belief that such testimony would provide the broadest base of information from which to abstract the retrospective insights most salient to the future direction of continued innovation of teacher education at Indiana. The inclusion of this broad spectrum of respondents assumed that all perspectives pertinent to the realization of such continued innovation would be considered. Although there is a tendency to become impatient with the narrow program perspective and the repetition of mundane criticisms, it is in the details of implementation, specifically in the problems and frustrations of day to day operation, that past attempts at educational innovation have met their nemesis.

The ultimate justification of the reliance on human judgment ends with the inestimable value of allowing those most closely involved with an event to recall expectations, to report on modifications or total loses,

moderate or exceptional successes, and to reflect with the positive advantage of hindsight. For it is in such a process that useful directions are most clearly projected.

The purpose of this writing is to summarize the evidence presented at the summative evaluation hearing, and the information gathered spring, 1975 once the official grant program had terminated. It will point out areas of concern, as well as report on laudable accomplishments. Suggestions regarding future plans will also be illuminated.

The issues identified during the early implementation stage of the judicial evaluation process not only guided the inquiry then, and the interviews that followed, but also provided the structure for this present report. The three issues are as follows:

1. The number and types of teacher education programs which have come into existence since the DTE was established will be examined. Specifically:

   a. the differences among programs in the DTE
   b. the differences among programs in the DTE and those that existed prior to DTE
   c. effectiveness of field base vs. laboratory based programs in the DTE
   d. involvement of Arts and Science faculty in planning and carrying out new programs
   e. meeting emerging market needs
   f. involving relevant constituencies in both planning and implementing new programs

2. The organization structure of DTE will be examined. Specifically:

   a. the split in faculty members' assignments between substantive content areas and teacher training programs
   b. faculty and student input into the decision making process
   c. communication both across teacher education programs and their content areas
   d. the organizational mechanism for providing students with advising and counseling services

3. The conceptual bases and research efforts within the DTE will be examined. Specifically:

   a. the conceptual base for the DTE
   b. the conceptual base for individual programs within the DTE
   c. the research on the teacher education programs which have been developed

The presentation that follows will proceed through a discussion of the effectiveness of options in teacher education, the viability of the ad-hoc organization, and the knowledge production advanced. It is hoped that this presentation will help to provide the understanding needed to make critical decisions regarding teacher education not just at Indiana, but elsewhere as well.

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If it were not clear before, radical critiques of American institutions, and vocal, often violent activism in the late 1960's and early 1970's impressed on the professional educational community and the federal government that all was not well with public schooling in America. Students at all levels were not acquiring basic skills. They were feeling increasingly alienated from their educational environments. They were not looking forward to a future for which they felt prepared. Analyses of the phenomena were profferred and a plethora of solutions issued from the regional educational laboratories, prestigious research and development centers, and high powered institutions of higher learning. Many were quickly implemented in experimental schools and pilot projects, TTT programs, Title III centers, and Title I grants. Some were found to be useful, most made no difference. The period was dubbed the "development decade" in the underdeveloped world of American education.

Out of the critiques, the activism, and the experimental programs, a somewhat different image of the American public and a correspondingly different mission for the schools gained pre-eminence. As the society was seen to be pluralistic; the ideal system of schooling would reflect that diversity, serve the different interests, offer, in the spirit of democracy, alternatives and choices. The movement toward options in public education began during this period and the germination of the idea to offer alternative approaches to teacher preparation and certification at Indiana University was occurring then too.

For twenty-five years prior to 1972, the Indiana University School of Education had offered one set program for undergraduates wishing to

obtain teaching certificates. Courses were taught for the most part by graduate students and new faculty members. In twenty-five years much had changed. If the public schools were feeling the pressure and beginning to respond, the teacher training institutions would have to do so as well. Especially as it was not uncommon for the failings of the schools and their inability to respond to change efforts to be blamed on teachers and the kinds of training they received. Those quick to criticize, viewed teachers as basically conservative, lacking in creativity and sensitivity and simply not adequately prepared to meet the various needs and demands of the communities they were supposed to serve. In short, teachers were often viewed as spoilers, inhibitors, and obstructionists.

Whether all these claims or assertions were true is both argumentative and problematic. One fact, however, is unassailable; they were advanced by reflective people and were therefore socially and substantively significant even if they lacked foundation in reality. Out of that morass came compelling proselytizations to reform teacher education. Thus, a major aim of the Institutional Grant was to respond to the growing national awareness of teacher parochialism and begin to produce teachers, through the development and provision of an array of alternative programs, capable of themselves responding to the education quagmire with insight, dedication, and enthusiasm.

It was believed then, and still is, that a diversity of training styles exist and that students should have the opportunity to choose one best suited to their needs and aspirations. The underlying rationale was that individuals have different learning styles and that situations especially designed to accomodate those styles should maximize a student's potential. Furthermore, as teaching is a service oriented profession, teacher preparation should be so designed as to produce teachers able

to flourish in diverse situations employing different strategies rather than perpetuating the "one right way" approach that views teaching as a changeless function regardless of social variables.

The Institutional Grant designers declined to expound a philosophic stance, stating unequivocally that "What a teacher should know, be, and do means quite different things to different persons." At the time the proposal was being written, it was believed that no one could say with certainty what the "best" kind of teacher should be, or do. Therefore, the most intelligent route to change would be one that encouraged a pluralistic approach to teacher education. This approach, delicately nurtured (as a laboratory for the comparison and testing of the many notions concerning teacher preparation) was designed to provide information necessary to make judgments about how different kinds of teachers are trained and the varying levels of effectiveness.

It was hoped that in developing this array of alternative training programs, an atmosphere could be created where change and experimentation were viewed as normative. It was hoped that such experimentation could influence renewal in teacher education beyond the specific setting, but most importantly it was hoped that alternatives would facilitate better quality training, and therefore better trained teachers.

QUEST FOR IMPROVED QUALITY PREPARATION

Determining whether improved preparation has occurred is no simple task. In the absence of a projected ideal, what should be the criteria for judgment? In developing the issues for the evaluation hearing, most of the participants believed that a determination of whether programs were created that were substantially different than what existed before was essential. Likewise, it was believed that each option should be substantially different, so as to offer students real choices. Additionally

the meeting of emerging market needs, the creation of a broad variety of field based programs, and the involvement of both arts and sciences faculty and community constituents was seen as critical.

New Programs and Projects

There are a variety of views as to the success of the DTE along the dimensions stated above. Several faculty members, who have been involved with teacher education at Indiana University long before the DTE was created, testified at the hearing that not only were most of the programs different from one another, but they were clearly different from the uniform program that existed previously. Despite some criticism expressed at the hearing, the panel felt that sufficient evidence was presented to convince them that the DTE had created new programs, different in character from each other and from what existed before. In the recent set of interviews however, some respondents indicated that there were, in fact, very few differences. Their most generous estimate was that four unique programs existed; the rest were redundant, using different catchwords to do the same things. Whether the programs are substantially different may not even be important if students believe that they at least have some choice, and faculty believe that they can implement their own nuances with regard to teacher education. This should not imply that any misrepresentation occurred; it is only meant to suggest that most students interviewed prior to the hearing believed that choices were made available to them, and for that they were grateful.

Professional Employment Market

On the second dimension, whether DTE was sensitive to emerging market needs, the panel was overwhelmingly positive. There was clear indication expressed by panel members, however, that since the DTE was aimed at

creating programs responsive to emerging market needs and producing teachers capable of serving in various educational settings, the desirability of Indiana University graduates in a shrinking educational marked could be taken as some indication of program success. Unfortunately, no extensive hard figures exist to either confirm or deny the program/project directors' assertions that their graduates are indeed finding jobs "as a direct result" of their specialized training. The School of Education Placement Office reports that Indiana University graduates are "doing as well in the teaching job market as graduates of other teacher training institutions." It is important to note that although programs were aimed at meeting new market needs, few systematic needs assessments were conducted to establish precisely what those needs were; nor was a design built to systematically monitor the progress toward that goal. There was some dispute as to who should have implemented such a design. Some argued that this was the responsibility of the evaluation center. Others felt this to be part of the inquiry mission within each specific program/project. This argument was never really resolved and consequentially all appropriate statistics cannot be documented. It is only fair to say, however, that some project directors did take this task seriously and some impressive evidence is available. This is particularly true with the alternative field programs, the Multicultural Program, the Elementary Education Special Programs, the Alternative Schools Master Program, the Special Education Program, the Communications Skills Program, the Block Program, and the Secondary English Program.

The emerging market might be understood to extend to the potential undergraduate population as well. It might be worth noting here that colleges and universities, not least of all schools of education, were at the same time experiencing lower enrollments. At Indiana University the

proportion of undergraduates certified to teach dropped from 28% to 7% over the last five years. One of the program's designers expressed the belief that if, through the array of alternative approaches, the Division had been able to reverse the enrollment trend, or at least hold it firm, it would have constituted the most persuasive evidence of success of the program and the best argument for its institutionalization. That such was not the outcome, was not taken by the informant as evidence of poor program quality, but rather a direct result of insufficient attention, energy and funding directed toward advertisement and recruitment. Others felt that much effort was put forth in this direction but that the effort could not overcome the national trend. Some even suggested that a drop in enrollment may even be desirable given diminishing market needs.

A Concern for Minority Groups

Closely related to the market needs issue was the concern for serving least served populations. Once again, in this regard, the expert panel clearly lauded the DTE in its ability to accomplish this important task. In testifying at the Hearing, the director of the Multicultural program stated that her program was specifically designed to meet the emerging needs of poor and underpriviledged people. All of the programs aimed at this objective are field based with a unique portion of the students' time spent in the cultural setting where experience in adapting to local conditions and mores is provided. One student commented, "Being on the Indian reservation made me aware of how children from a culture different from my own think and interact. My experience sensitized me to look beyond my own frame of reference. This could have never been simulated for me. I just had to be there." In providing for students to get extended contacts with blacks, Latinos, native Americans, poor Appalachian whites,

etc., the program facilitated a responsiveness to divergent cultural groups which most teacher education programs simply lack. There was no effort related to the establishment of DTE or the Institutional Grant to provide funds for increased recruitment of minority students to teacher training programs.

Field-Based Programs

The whole issue of field based vs. lab based teacher education came to the fore at the hearing. Some critics of the DTE believed that too much emphasis was placed on field based programs at the expense of more controlled, systematic, laboratory training. Those supporting the former placed a large measure of the blame for the inadequacy of teacher training on its divorce from the real world. They contended that the university, in splendid isolation from the exigencies of the public school setting, fostered false expectations on the part of the prospective teacher, elevating to positions of extreme importance concerns that will, in fact, be minimal, and thereby preparing the teacher for little more than frustration and disillusionment. Lack of contact with the field is viewed by these advocates as contributing to uniformity of teacher preparation and the perception that all student needs are identical.

Supporters of the laboratory approach pointed to what they defined as a persuasive body of research that suggests that it is the field setting itself that fosters notions of uniformity of purpose and style. They pointed to the fact that regardless of early entry behavior and attitudes, student teachers become more and more like their cooperating teachers, and within five years, are absorbed into the management mentality or are no longer working in the educational system. The extreme position is that prospective teachers should train entirely in synthesized environments free from the conservative influences of practicing teachers. One

faculty member, testifying at the hearing, stated that the technology had become so sophisticated that even the conditions of an "inner city ghetto" could be simulated and thus present prospective teachers with the necessary experience. He went on to say that field programs were labor intensive and could not be sustained in times of dwindling fiscal allocations.

The controversy has certainly not been resolved by the experience with various approaches within the DTE. Critics maintained that the DTE did not provide sufficient laboratory approaches so they could be tested *vis a vis* field experiences. Increased field experiences, on the other hand, have been mandated by the Indiana Department of Education. The Department will not accept laboratory experience as a substitute. One project director, interviewed this spring, argued for a combination of laboratory and field experience through what he described as an ordering of practice assignments. Students would move from simulated laboratory experiences to tutorial relationships (one-to-one), to small group instruction, to whole class management, picking up the skills peculiarly applicable to each situation and building upon them with each subsequent experience. The emphasis in this approach was that all the experience would be controlled. He suggested that such control would lead to increased confidence on the part of the prospective teacher because demonstrable classroom management skills would emerge. The problem, however, is that one can be confident and wrong at the same time. Likewise, one can manage an ineffective or even destructive environment. Arguments over controlled, uncontrolled, or laboratory versus field experience are not likely to get resolved. The hearing panel felt that the DTE had created an appropriate mix of laboratory and field experiences, but recommended that a line appointment and a unit be created for initiating, supporting

and researching alternative lab-based skill programs and integrating them with natural field experiences.

In general, the array of alternatives within the DTE did lead to increased field experiences. All respondents felt that students were pleased with this development. In fact, most respondents believed that the increased field experience lead to a greater display of confidence on the part of student teachers which seemed to have a positive effect on the attitude of the cooperating teacher in the field. This, it was believed, enhanced the quality of the experience because the cooperating teacher is more likely to provide better opportunities. This increased confidence is also seen as the product of the higher practice/feedback ratio. The array of alternatives led to smaller programs, which subsequently led to increased interaction between student and teacher, the development of more personal, certainly less threatening relationships, and thus a greater receptivity to criticism on the part of the student. Students moved through their programs with the same group of peers. Both students and faculty commented that this aspect of the DTE was quite beneficial. "It leads to a more open, give and take situation, where views can be shared, criticized, and expressed without threat," one student stated. Another faculty member continued, "We communicate continuously in terms of substance and process both in the university classroom and in the field. It builds a camaraderie that simply was not apparent prior to the DTE effort." The combination of increased field experiences and more helping, facilitative relationships in the training program was seen as leading to the production of prospective teachers who enter the classroom with a greater sense of preparedness.

Evaluation and Maintenance of Programs-Projects

Now that the DTE has operated for four years, there appears to be a sense that without alternative models of what teaching and learning can be, and without experience derived from intense field concentration, prospective teachers will continue to be trained for what is rather than what might be. But some exceedingly important issues must always be noted. For one, there is no real point in multiplying experiences and offering diversity if it does not reflect carefully considered ideas about the purposes of education, the function of schooling, and the kind of teacher we need to help in the creation of an attractive future. For another, teachers' conceptions of themselves will not be transformed by regrouping their coursework. Without carefully considered conceptions of education undergirding each option, only superficial training can occur. There was some concern expressed that appropriate conceptualizations were lacking. At the Hearing, evidence was presented that charged the DTE with lacking an overall theoretical organization. One professor stated, "There were no assumptions, inferences or hypotheses tested, nor was there research derived from a well-stated theory." Counter evidence was also displayed which suggested that the conceptualization was for alternatives, and that each program, in order to receive internal support, had to demonstrate an underlying concept or set of assumptions. It was believed that through the exploration of concepts, and the inculcation of systematic inquiry, theories about teacher education would emerge. It appears now that most agree that, if the program lacks an intellectual framework, and if systematic inquiry does not accompany development, then any array of alternatives would be no more than a technical innovation, rather than a true experiment in quality education. This discussion on the conceptual base of the DTE will be resumed under the rubric of *knowledge production*.

The array of alternatives within DTE, particularly in relation to achieving better quality education, also provoked other thoughts during the retrospective interviews. There is much that is commendable, especially in a professional community, in the laissez-faire approach to program development and operation.

Once the prospective program/project directors had successfully complied with the review process, a relatively stringent screening and approval process was implemented. Proposed alternatives were placed in a matrix to determine how many of the goals and needs of the Division as outlined in the Institutional Grant Proposal would be met by the design. They were provided with a sense of ownership, which in most cases, stimulated needed energy and personal sense of responsibility for program success. The number of faculty members proposing alternatives increased, even without remuneration. The Grant made it possible to award time and stipends for development work, but it did not provide additional support for program implementation. The fact that an idea or insight could be operationalized rather quickly (as a function of the task orientation of groups of likeminded faculty working together), continually re-energized instructors and rekindled creativity dampened by years spent dealing with impersonal and unresponsive structures. If energy, enthusiasm, and commitment are indicators of increased quality, and surely, to some extent they must be, then the current program offerings are better than the previous fare.

The above conclusion is tempered, however, with the realization that ownership can infringe on objectivity; energy can be wasted; and commitment may be misdirected. A reiterated sentiment expressed during the last phase of interviews was that some effort had been expended in re-inventing the wheel. The prime reason offered was that the array of alternatives led to excessive competition and thus to over protectiveness, some secrecy, and

certainly not to the extent of inter-program sharing expected. Although one of the aims was to avoid repetition and duplication, competition and lack of sustained communication militated against it. What the focused effort did achieve however, is a commandable degree of program integration. The sense of professional identity attested to by students in the special program was a substantial indicator of program cohesiveness. Tailoring the foundation courses, such as educational psychology, to individual programs enhanced the identity for both students and faculty, even though in some instances those foundation courses were not as tailored as people perceived them to be. In essence, as programs became more integrated, more specialized, more focused, (a clear aim of the DTE grant), the amount of cross-fertilization that would maximize truly alternative developments and minimize unconscious replication diminished. This was a case of two concomitant goals working against one another. Efforts at cross program communication were met with little interest whether in the form of written descriptions or meetings.

The issues of options for students (APPENDIX B-"Preparation Options in Teacher Education") and competition among programs are worthy of additional discussion. Among proponents of alternatives within the professional educational community both are seen as potentially and benefically influential in determining program quality. The parallel is drawn to the free market model within the economy in which manufacturers and retailers respond to consumers' needs and judgments. Within education, the lack of choice and competition has been seen as detrimental to program responsiveness and renewal. If prospective teachers have but one route to certification, they must take it and so those responsible for the program's quality have nothing but their own consciences to guide them to frequent appraisal and revision. Within an array of alternative approaches, student choice and enrollment indicates which programs are viable, useful, satisfying, and successful. In this

context, poor quality, irrelevant, and unresponsible programs would either have to be improved or discontinued. There was consistent testimony suggesting that those who advocated a single, uniform, training process were threatened by the options approach. Most respondents strongly believed that competition among programs led to better quality education through a "survival of the fittest" process involving assessment and revision.

There are, of course, those who hold less sanguine views of the relationship between student choice and program quality. In the current situation, students have more than usual power over their educational programs and, by extension, over professional lives. As such, a circumspect faculty attitude might be expected. But it should not necessarily be dismissed as self-serving. There has always been room for skepticism about product quality in a market economy. This alternatives approach was developed at a time when the University and the School of Education were experiencing a declining enrollment. There was some feeling that the DTE created a process of attracting students with fancy new packages. Some faculty members did express concern that their colleagues utilized fashionable banners and turned program recruitment into personality contests. Such abuses are indigenous to the "free market system." (This is not a new fear about supposed new educational programs. E.R. Clapp, in *The Use of Resources in Education,* quotes John Dewey commenting on another earlier popular movement in education: "The real danger is in perpetuating the past under forms that claim to be new but are only disguises of the old.") A possible outcome foreseen and one that some faculty members feel did indeed occur was the overproduction of educational alternatives and a subsequent modest loss of integrity (often unconscious and in the form of programs different in name only) in the scramble for a limited number of takers.

Another caution expressed was that more attention might conceivably be given to "satisfying" students rather than "educating" them. When students can switch from one program to another every five months, a program is under some pressure to impress the student within a very short time. Rather than keeping an eye on the long-term consequences, producers and consumers might be over concerned with short-term satisfactions.

Operating against the threat of mid or end term transfers and subsequent concentrated effort on *holding* rather than effectively training students is that in actuality, transferring from one program to another was not that simple as some of the criticism suggested. If students were required to repeat experiences or face loss of credit hours, as was the case sometimes, then they were less willing to exercise their choice. But ff constraints on choice, limit reliance on short term student satisfaction, they also detract from the use of choice as a measure of program worth and subsequently undermine student determination of the educational program. There are still other admonishments necessary when using student choice as a criterion for program satisfaction. Dissatisfied students might not switch for reasons of inconvenience; satisfied students, on the other hand, might switch to facilitate meeting certain certification requirements.

The problems over superficial program differences, short-term satisfaction, and student choice all regress on the issue of perceived reality. While some respondents appeared disturbed over the possibility that students are being subjected to a "cruel hoax," or a "gentle deceit," others maintained that perceptions of reality are as real as objective reality. Therefore, if students think the programs are different, and that such differences provide them with opportunities for self-selection, then it matters little what the nature of the real differences are across program options.

In addition to competition over students, there was another concern that surfaced throughout the life of the Institutional Grant program. It related to the competition over limited fiscal resources. Some respondents argued that preferential treatment was demonstrated by the program administrators, contingent upon the glamor or uniqueness of particular programs. Some felt that the field-based programs received a larger piece of the pie. There is always a tendency for these sorts of accusations and attention should not focus unduly upon them. But there were indications that particular program components, including field experiences, suffered somewhat due to the competition for funds of many small programs. All programs did benefit, however, because the Grant did provide important support while hard line funds were steadily diminishing.

Concluding Remarks

Options and *alternatives* and the competition that they engender are offered lately as a panacea to our educational woes by educationists in government, in the State Departments of Education, and in the universities. Although the negative opinions expressed here are minority opinions, they were given significant space because they raise issues and lead to observations that could be overlooked in the rush to get on the bandwagon. There is a dangerous proclivity in this culture, which shows up repeatedly in the literature on educational innovation. People who are opposed to specific changes are labelled "traditionalists" or "conservatives." The relationship between quality and options, alternatives, and competition is worthy of considerable study. As a function of the four year experiment at Indiana University such issues have become more crystalized, and the DTE now offers a more comprehensible laboratory for in-depth analysis that was difficult to realize during a period of expansion, growth, and development. Such analysis could focus on the following tentative but

salient conclusions:

A. There is a limit to the number of possible options that can realistically be offered because:

1. Small programs seem to preclude economies of scale and to meet the resource needs of many small programs requires not only equipment, and personnel, but administrative time as well.

2. There are not that many different routes that can be devised because:

a. Teacher education programs operate within a complex web of organizations and structures (the School of Education, the university as a whole, the State Department of Education, etc.) each with its own set of constraints on invention.

b. There are a limited number of students to be served by the programs (Currently, three separate English programs compete for Secondary English Education majors).

c. There is apparently a limit to creativity or creative energy (The one center that never got off the ground was the Invention and Development Center.); observations are that there is a drift toward considerable similarity between the experimental and the regular programs, toward diffuse identities and merely marginal differentiation.

B. Impressing upon people, even professional educators, the utility of and skills for evaluation is a lot more problematical than originally thought and, therefore, generating knowledge and judgments about comparative value and quality is also difficult. The necessity for making such judgments follows from the constraints outlined under "A" above.

C. Special programs with particular identities create positive attitude changes such as an enthusiasm for the profession on the part of the students and increased interest in development on the part of the faculty.

D. Smaller, more focused programs, as they provide more individual attention, greater opportunity for feedback, and more concentrated field experience, tend to produce a more confident, more mature, and recognizably professional student teacher.

E. School of Education faculty given responsibility for the content and maintenance of their programs become more usefully involved in them, more aware of teacher needs in the field, more willing to devote time and energy to a previously low priority, low prestige endeavor.

# # #

ADHOCRACY AND CHANGE

As futurists became equally concerned with controlling the future as they were with predicting it, organizational mechanisms were contrived to provide structure for dealing with rapid change. One such mechanism is *adhocracy*, conceptualized as a temporary system responding to a perceived problem, issue or concern. In essence, a group of individuals would come together and apply collective energy toward the creation of ameliorative strategies related to a shared perception of the problem at hand. When a satisfactory solution emerges, the group disbands and reforms in a different way as new problems are encountered. Despite the elegance of the idea, the practical exigencies have not been tested frequently. The DTE organizational structure was modeled on the *adhocracy* notion, and much useful insight has emerged regarding its efficiency and effectiveness within a university based context. While the previous section dealt with programmatic change, this section of the report treats the structure designed to restore change itself.

In implementing the *adhocracy*, it appears as though a fundamental misperception occurred. According to one of the authors of the original Grant proposal, the intention was not to institutionalize specific new programs that could be developed within the course of the funding period, but rather, the intention was to institutionalize change itself. In other words, it was not intended that faculty design, implement and maintain specific training approaches over time, but that they implement and maintain them only as long as it took to test them. It is reasonable to assume that a program that tested out very well would be maintained, but the idea was to use the additional funding to do things that could not be done

ordinarily, and that was to create a constant round of development, implementation, testing, dismantling, and new development. It was intended to by cyclical, iterative, and expansive, not linear and restrictive. Many examples exist of iterative development cycles during the past several years.

What was being proposed was a culture of change, and one of such magnitude that if even the past four years was spent doing nothing other than convincing the University administration and the School of Education faculty of the legitimacy of such a scheme, it is still unsure whether the bureaucratic structures could respond. In a sense the DTE was proposing what John Dewey defined as a proper role of a school of education; devotion to pedagogical discovery and sustained experimentation at a high level. Whether the educational community is yet ready to truly accommodate a "Dewian Posture" is debatable.

This notion of institutionalizing was not generally understood within the context of DTE. Both pre and post Hearing interviews revealed the lack of comprehension regarding this underlying but subtle goal of the Grant proposal. Whether this goal was even realistic remains argumentative. There are some faculty and administrators in the School of Education who are simply opposed to educational change, and therefore, institutionalizing a change process became even more difficult to achieve. Such obstructionism may be more habitual than rational, more political than philosophical, but in any event, there was an underlying skepticism that suggested the benefits of change were not worth the upheaval needed to bring them about. Other forms of opposition concerned territoriality and self-preservation. Some faculty believed that it was impossible to state a claim on constantly shifting ground. Still others believed that engaging in shifting development efforts was simply not rewarded by the University.

In large measure, such recalcitrance is indicative or at least illustrative of a larger societal issue. Traditional role definitions are not easily shed even in cases in which the whole social order is in transition and the society mobilized. When, however, the larger social system is continuing as before, as was the case with the University despite the introduction of the DTE, with the same reward structure, the same criteria for bestowing status on its members, and furthermore, newly reinforcing its requirements for advancement and tenure, there is little in the way of encouragement to offer the major risk takers and the purveyers of change.

Perhaps the economics of the Grant period served as a detriment to what was planned. In fact, several of those interviewed recently commented that the Institutional Grant came ten years too late or ten years too soon. They referred to economic cycles of expansion and contraction. While it is always difficult to effect change, it is far more difficult during periods of scarcity. Prior to the Institutional Grant the University was hiring faculty. During the Grant period, as a result of declining enrollments, the University was letting faculty go. Although the central administration had promised to reward undergraduate teacher training when the Grant proposal was being drafted, they seemed to renege midstream to the disadvantage of several School of Education faculty who emphasized program development at the expense of research. Despite its lofty intention, the Grant, in the final analysis, appeared inimical to the culture of the University.

As stated, institutionalizing change requires, in fact demands, shifts in emphases, resources, rewards, attitudes, role perceptions and prescriptions, and patterns of interaction; in other words profound cultural metamorphoses. Such transmogrification takes a long time to accomplish. Without a

concomitant alternative in the requirements for output, the time interval is extended. When economic factors begin to compound the problem, opposition becomes more reified. Some faculty members caught between development activities and research rewards turned against the DTE with a vengence that was both unfair and unwarranted.

There are considerations of a more general nature. While the institutionalization of change might be seen as a step toward the notion of an academic laboratory, it might also be seen as another manifestation of the conspicuous consumption syndrome which has afflicted educational thinking and planning for some time now, especially as the Division was not adequately designed as a laboratory to begin with. The science of education, if indeed such a thing exists, is still in an incipient stage. Little is known about how people learn, about how to best measure and evaluate what they learn, or the long range implications of particular learnings or styles of learning. To this lack of certainty on the "scientific" level must be added the absence of a consensus on a "philosophical" level about what people should learn, or the aims of education. Constant change and innovation in education might do nothing more than obfuscate what could be learned from steady and either precise or naturalistic observation over a period of time. There is no reason to adhere to the lessons of industrialism. Particularly those lessons relating to production and implementation of technological innovations. These often produce new problems far more severe than those demanding correction in the first place. This is especially true as teacher education can only be evaluated in the long-run/over a long term. The interest is not only in the immediate product (the graduate of a teacher training facility), but the experienced teacher in the field, and perhaps more so in that teacher's students. In other words, teacher preparation is concerned with something

that might take a generation to study and evaluate, and with something for which a generation might be needed just to arrive at the right questions.

Despite these problems, there were a number of people in key positions who were committed to the notion of continual change in program offerings and certification requirements. There appears to be some expressed sentiment that the School of Education will never revert to the monolithic structure for teacher preparation. In fact, as will be discussed shortly, the School of Education is considering a broad scale reorganization similar in structure to that of the DTE. And as the DTE settles into its post grant period, there is every indication that a number of innovative programs are being maintained, and new thrusts are developing.

In thinking about reorganization much useful criticism emerged from the evaluation Hearing and the subsequent interviews. Although such criticism often focused on procedural matters, it is after all those procedures that move the organization along. Other criticism are of a more substantive nature, and get at the heart of the teacher education mission. One of the real concerns with the DTE organization, and one that was fully explicated at the Hearing is that of split appointments of faculty members involved in teacher preparation. All faculty members involved in DTE also work in the Division of Instruction and Curriculum (I & C). In fact, most faculty in DTE have their substantive interest and training in one of the content areas in I & C (e.g. math, reading, social studies, etc.). Although most of their time is budgeted on paper in the DTE, they are still responsible for certain service oriented functions (committee work), and graduate training in I & C. They are also expected to maintain professional status in their curriculum area through appropriate research and publication activities. One witness at the Hearing, who studied the problem by way of computer analysis of time allocations, stated "there

appears to be a great deal of confusion in what a person's responsibility is in the DTE." He continued, "There appears to be much greater clarity in the Division of I & C, regarding tasks to be performed and rewards forthcoming." Three specific problems were identified: (1) lack of clear understanding of faculty role within DTE, (2) disproportionate splits between DTE and I & C (some faculty are listed 90% DTE and 10% I & C, yet they are still expected to do everything that a full time person in I & C does), and (3) heavy instructional time in DTE with little time allotment for research (in some cases no allotment at all). "The aggregate figure for the last four semesters shows that we have gotten almost 80% more time out of people than we have alloted for them," this witness stated. Also, he mentioned, "It is a detriment to a person's scholarly ability if his assignments are split." Additionally, others testified that such appointments created redundant paperwork and excessive bureaucratic procedures.

It was believed by most respondents that despite repetitive activities the real nemesis was the contrast between the teacher education mission and that of the normative scholarly and research interests of the University. Although the pressure to publish came from across campus, it was made most apparent within the Division of I & C. Therefore, being identified in that Division, and having professional obligations to do research and publish in those content areas put great strain on faculty who embraced the service, teaching, and instructional development missions inherent in teacher education. Although this problem is more than a structural one, the organizational arrangement tended to exacerbate it, particularly for faculty members just beginning to move through the promotion and tenure process. This issue will be thoroughly discussed

in the following section on knowledge production. Let it suffice to say that it caused many personal dilemmas for young faculty.

While such criticisms are seen as important, there were other faculty members who claimed that the organizational structure was directly responsible for their own personal success, and the ability to do things that would have been impossible otherwise. Some of these faculty members argued that the *adhocracy* enabled them to get involved in interdisciplinary efforts which stimulated new areas of inquiry for them. Others claimed that the development process itself employed inquiry strategies leading to publication opportunities. Still others believed that the *adhocracy* facilitated interacting with the public schools, community agencies, and departments within the College of Arts and Science.

There was a great deal of conflicting evidence surrounding this issue. Even the Hearing panel had a difficult time resolving it. Although panelists felt that the organizational structure did involve students and other constituents in the creation of teacher training options, they felt that split assignments worked against faculty morale thus debilitating communication between teacher education programs and content areas. In general, however, the fact that the School of Education is moving towards a broad scale replication of the *adhocracy* concept built around particular missions provides substantial weight to the argument that the organizational structure, designed to provoke continuous change, while not totally successful or sympathetically received by all, has had an important impact on the existing structure. If such change is accompanied over time with a substantial modification of the reward structure across the University itself, then the institutionalization of change will move closer to reality (APPENDIX D-"Organizing to Meet the Teacher Education Mission of the School of Education"). It appears to be gravitating in that direction.

KNOWLEDGE PRODUCTION

As stated in the original Grant proposal, restated, and alluded to throughout this document, the DTE saw as a major share of its responsibility the promoting of knowledge about teacher education that generalized beyond this specific setting (APPENDIX E-"Activities of the Dissemination Component Functioning under the Rubric of the Institutional Grant"). In fact the design to promote options in teacher training programs was stimulated by the need to generate information regarding relative training effectiveness. The reasons why this objective was not fully realized are tied to other program deficiencies already explicated. In part, they relate to broader questions of what constitutes legitimate inquiry in education and what kinds of evidence lead to generalizable conclusions.

The basic scheme for knowledge production was simple. Each program/project internally supported was to have a built in evaluation scheme of a formative nature so that systematic on-going inquiry could occur and thus influence program modifications. It was hoped that such formative evaluation efforts would identify common issues, problems, concerns, or hypotheses which could then be more rigorously researched across specific programs and produce the generalizable knowledge anticipated (APPENDIX C-"Description of Evaluation Activities"). The DTE provided two support systems to facilitate this inquiry process. One was a research committee charged with provoking inter-program studies, the other was the evaluation center charged with facilitating program evaluations and conducting evaluation of the Division as a whole.

Part of the problem related to inquiry concerned the misperception previously discussed regarding the real intent of the Grant itself. In essence, many people did not realize that the underlying ambition of the

program was to institutionalize a process leading to continuous change and modification of teacher education approaches. Originally, as it has been seen, it was envisioned that programs would come and go. Programs would be developed, tested, and then after a few years abandoned so that other new ideas could be explored. Such a change model relied heavily on systematic inquiry as a means of learning about the effects of different teacher education programs. However, most people, once committed to a program, were unwilling to give it up. Certainly they were unwilling to provide information that would lead to its demise. Consequently, for some, evaluation became either a direct threat to them, or they simply did not see it as an important priority in the context of program development and institutionalization. The competition that arose as a function of alternative programs vying for students and resources in a declining economy only served to frustrate inquiry attempts. People simply did not wish to reveal program weaknesses when they perceived such data to be potentially incriminating.

In addition to the misperceptions over the Institutional Grant, there were several contradictory perceptions regarding the evaluation center and its function. Staff members in that center perceived themselves as a support team aimed at providing consultative services to program/project staff. The first director of that Center, when interviewed recently, commented that, "Evaluation was a hard concept to get across. It was the belief that program personnel clearly had evaluation responsibility. University faculty should not shy away from evaluation and they should be more capable of conducting it." Program staff, however, believed that it was unfair to place that burden on them. One program director commented, "We had more responsibility than we could reasonably handle just keeping the programs running on a day to day basis. Furthermore,

demands placed on us by the Center were unreasonable." The argument was advanced by several program/project directors that such information demands taxed their limited time, energy and resources (not to mention their patience) and was not used as formative evaluation to help the programs, but rather as a way for the DTE administrative structure to monitor program developments. In other words, some faculty perceived the Evaluation Center as a watchdog agency, checking up on them and reporting it up the line. The dual function for the Evaluation Center, auditing and consulting, created problems that were never satisfactorily resolved.

Financial pressures also accounted for unanticipated dimunition in inquiry activities. Cuts in the grant funding the second year prevented many programs from hiring an evaluator as was originally planned. This resulted in many project directors having to conduct their own evaluations in addition to their development and teaching activities. Because funds were not specifically earmarked for evaluation or research, projects found themselves in a quandry without adequate human or fiscal support to conduct the necessary sorts of inquiry.

In response to limited budgets for evaluation activities many of the programs hired graduate assistants to perform evaluation functions. Unfortunately, as most respondents commented, this created an inherent role conflict with graduate students being perceived as judging the quality of faculty efforts. Although most of the graduate assistants who served as program/project evaluators possessed both knowledge and experience, they were often perceived by faculty as being naive and uninformed. In most instances this detracted from the credibility of evaluation findings, although this certainly was not true in all cases.

It is clear in retrospect that there was a broad range in the quality of inquiry undertaken by the programs/projects. While some directors did

evaluation because they found it useful; others did it because they had to evaluate. Some did not do it at all. Directors varied in their perceptions regarding evaluation; they also varied in their skills and insights about the evaluation process. Some were quite knowledgeable and interested in evaluation as a discipline; others could care less and consequently had no evaluation.

Furthermore, the mandate to do evaluation was largely based on cooperation. In other words, although evaluation was strongly urged, there were no penalities for non-compliance. While the evaluation center staff was available to provide evaluation counsel, many faculty members/ directors did not take advantage of the service. Several respondents interviewed this spring felt that the evaluation center did not provide adequate assistance. Other respondents, however, lauded the help they received. Part of the discrepency most probably relates to the perceived expectations of what the center was supposed to accomplish. Those directors who believed it was the Center's role to perform evaluation of the program/projects were most assuredly disappointed that this did not occur. In any event, the Center staff believes that their services were under utilized, partly because they did not educate people enough to understand more about evaluation. One staff member commented, "Some directors may have wanted help, but did not know what to ask for."

In view of these expressed concerns a great deal of inquiry was accomplished. Some problems arose, however, as to what constituted meaningful inquiry. Much time was devoted to this issue and to the conceptual base of the DTE itself at the evaluation Hearing. The issues of inquiry and conceptualization are inexorably intertwined, as indicated by the Director of the DTE in his testimony at the Hearing. "The rationale," he stated, "is quite different from the normal, linear, R & D model. We

believe that it is not necessary to start from a theoretical position well supported by hard research evidence. Conceptualization is a developmental process. You don't start from scratch, you start in an environment. You let people experiment with their ideas. You watch those ideas take form, you evaluate them and then you begin to research them. This leads to theory building." The emphasis, therefore, was on experimentation, but not in the conventional sense. The DTE effort was aimed at allowing individuals to explore their own ideas about teacher education, without having to justify those ideas on the basis of solid research findings.

Despite this experimental posture, there were others who believed that such a strategy was erroneous. This latter view was presented by a member of the Institutional Grant's Policy Board. It was his contention that a conceptual base, supported by research evidence, was needed before any study or program could start. "If you don't have a conceptual base," he claimed, "before you begin then the phenomenon of *posthocracy* occurs. You can think of all types of things to explain after a study begins." "It seems to me you haven't developed a program, you've just tinkered with the system," he said.

The fundamental distinction between linear R & D and that of creative exploration manifested itself in discussions over inquiry as well. The underlying goal of the DTE was to promote or provoke thinking about teacher education. Reflection and introspection were essential, as were documentation of the ways programs developed, what happened, and why. Some sort of systematic inquiry was used to facilitate the development of knowledge. Some argued that the inquiry needed to be research-oriented, where specific relationships between differentiated variables needed to be established and tested. Others believed that formative evaluation leading to program modification would be a useful inquiry mode. At the

Hearing the point was debated as to whether evaluation data could be generalizable. One of the more active researchers in the DTE made the point that only research that systematically tests propositions could have utility beyond the institutional settings. Others suggested that evaluations, if rich with description, could be extremely useful to teacher educators elsewhere attempting to grapple with similar problems.

Perhaps the most salient explanation for the paucity of conclusive research studies emerging out of the DTE and the Institutional Grant is that it simply takes more time than a four year funding period to produce knowledge of a definitive nature. Over the past four years much evaluative data has been generated and disseminated (APPENDIX E-"Activities of the Dissemination Component Functioning under the Rubric of the Institutional Grant"). Some faculty members strongly believe that split assignments hampered the amount of inquiry they potentially could have engaged in. One faculty member stated, "There is a structural problem of accomplishing research. I'm an example of divided loyalities and divided attentions." Another faculty member discussed the problem of utilizing marginal time. "With the university expecting me to teach and then carry out outside activities, committees, and editorships," he said, "what can I do with my marginal time? And such time gets reduced with split assignments. The very idea of teams behind teacher education eats into marginal time. I'm torn. I like my split assignments. They create opportunities. On the other hand, I believe it cuts down on inquiry within the Division."

The problem is one of inflated expectations for what one grant can do, particularly in the context of a university environment. If the university doesn't alter its reward contingencies then faculty members are penalized for engaging in extended service and development efforts. Most faculty queried believed that it takes a great deal of time and

energy to successfully develop a program. While most would agree that evaluation could help make the programs more effective, they feel that conclusive research studies cannot even be undertaken until a program is adequately developed and has been operating for some time. The general consensus is that only now have the real researchable questions begun to emerge (APPENDIX C-"Description of Evaluation Activities").

The Hearing panel was somewhat sympathetic to the DTE in terms of the research issue. In their presentation of findings they indicated that the reward structure of the University was debilitating. One panelist stated, "The University must begin giving rewards to people engaged in serving the society and its children through the preparation of teachers. This activity should be as great as any other the University conducts." In essence, they recommended more collaboration between developers of teacher education programs, and researchers from other Divisions in the School. They also recommended providing resources for its faculty through a "research design laboratory" that would hopefully facilitate more inquiry.

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SIGNIFICANCE OF EFFORT

Funding agencies, project directors, participants in the action and observers often question the impact of a given project upon the long term behavior of an institution. In viewing the influence of the Institutional Grant upon teacher education at Indiana University one must realize that the activities undertaken under the Grant were influenced by a series of preceeding events. In the early 60's a Ford Foundation Grant introduced experimentation in teacher education and produced a cadre of faculty who were committed to such activities. Subsequently NDEA Institutes, TTT projects, a Commission on Teacher Education and various other activities created a ready environment within which the Institutional Grant could function. Many activities were engaged in with varying degrees of success. Cumulative results of these activities were achieved with the consequence that significant change has taken place in the Institution. This has happened in spite of a change in the funding commitment, changes within the central administration of the University, in the administration of the School of Education, and a drastic reduction in enrollment with subsequent reductions in budget and size of faculty.

The Grant is now finished. What happens next? Most obvious is a change in the organization of the School of Education. The Division of Teacher Education is being phased out to be replaced by a newly created Office of Teacher Education and Extended Services. This organizational change is a direct outcome of recommendations stemming from the Hearing. Most significant in the context of this report is the priority established for teacher education. It has been maintained and in some respects

enhanced. An attached (APPENDIX D-"Organizing to Meet the Teacher Education Mission of the School of Education") describes the functions of the new office. The following characterize the responsibilities of this new office.

- Alternative programs are to be maintained.
- Experimentation is to continue with resources established specifically for this purpose.
- The interdisciplinary basis of teacher education is to be maintained.
- The involvement of practitioners and other interested persons is to be continued.
- Greater efforts are to be undertaken in regard to field relationships and field training.
- A quality control mechanism for teacher education has been established.
- A more extensive definition of teacher education will include career long development.
- A mechanism for continuous change has been established.
- Development, evaluation, research, and dissemination capacities have been institutionalized.

The above listing is of major significance. Indiana University has been markedly influenced by the Institutional Grant and is a much stronger teacher education institution as a consequence. The potential is clearly present for continued strengthening of teacher education. The degree to which the potential is realized will depend to a marked degree upon continuing resources and incentives that will encourage faculty to continue their efforts in teacher education.

IN SUMMARY

Whether the DTE was ultimately successful is more a question for posterity than it is for the moment. What attitudes were shaped as a

consequence of its existence can only be determined over the long haul, when graduates perform their skills in public school settings and impact on their own students. One observation is unassailable, however. The mission of teacher education was reaffirmed. Important contacts with the public schools have been achieved and new partnerships have resulted. The School of Education has provided live support to continue much that was begun as a result of the Institutional Grant. A proposal has been accepted by the Dean's Office for institutionalizing many of the strategies explored during the experimental phase (APPENDIX D-"Organizing to Meet the Teacher Education Mission of the School of Education"). And as stated, the School of Education is moving toward a reorganization of itself stimulated by the *adhocracy* design of the DTE.

New programs were given life over the past several years. Students were provided with a range of options, some of which were clearly different from what had existed. Faculty members were given a chance to experiment with their own ideas. Innovation and creativity were honored--a phenomenon unfortunately rare in our culture. Furthermore, relationships with community agents, public school officials, state department personnel, and teacher organizations have emerged that in their own right may have been worth the entire effort. The recognition that the University can no longer pretend to be the only vested interest in the teacher preparation mission is firmly implanted in the minds of those contributing to the experimental venture.

A major university was sensitized to recognize that all is not well. Much change is needed, if we are to adequately serve the needs of those concerned with the preparation of quality teachers. Such preparation cannot be left to a School of Education. The entire university structure must be altered in fundamental ways so as to successfully achieve the

goal. Government funding can provide the stimulation, but three or four year grants cannot be viewed as panaceas which will accomplish all that needs to be done. Things are only beginning to move at Indiana now because hundreds of people devoted thousands of hours and spent millions of dollars in the process. The beginning showed great promise. and that should satisfy even the most committed skeptics.

# # #

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APPENDIX

A

"The Development of the Division of Teacher Education"

The Development of the Division of Teacher Education and the Institutional Grant

To understand the creation of the Division of Teacher Education in 1972, the forces of the 20 preceding years must be examined. In the early 1950's, the School of Education at Indiana University experienced a rapid growth as increasing numbers of undergraduates sought teaching credentials and as a sudden influx of practicing teachers returned to campus for a masters degree. These increased enrollments provided the means to recruit a larger and more diversified faculty, but, as much of the expansion resulted in a higher priority awarded advanced graduate study both as a consequence of the nature of the new faculty and the graduate status of many of the new students, the expansion was not sufficient to meet the demand for certified teachers occasioned by the baby boom of the post-war period. To supply the needed personpower, Indiana University and other institutions of higher learning were faced with the task of training as many teachers as possible, as efficiently as possible. The School of Education went about its task with energy, at one time certifying more than 2,000 teachers annually.

The approach was not without consequence, both for teacher training and the institution. As previously noted, increased enrollments allowed the School to hire more faculty, but the exigencies of university life resulted in an actual reduction of the proportion of faculty directly involved in teacher education as ever larger classes were taught by associate instructors and graduate students stood in as supervisors for student teachers in the field. The subsequent distance of School of Education faculty from teacher training programs and from the public schools dates from this period.

The organization of the School of Education that evolved in the 1950's and 1960's as the doctoral programs developed was consistent with the typical university bureaucracy at Indiana and elsewhere. It evolved largely in relation to graduate studies and related to the guild system in education. There were four divisions (Instruction and Curriculum, Foundations and Human Development, Administration and Higher Education, and Instructional Systems Technology) that were further divided into departments and program areas most of which awarded doctoral degrees. Organizationally the School appeared as follows:

DEAN

Department & Program Areas	Division I			Division II			Division III			Division IV		
	1	2	3	1	2	3	1	2	3	1	2	3

Three consequences with bearing on teacher education followed from this organization. One was that accountability for the teacher education function was difficult to fix as it had no particular home but was pieced out to the various divisions. Two other results

were the segmentation of training (i.e., the location of the educational psychology component within the Department of Educational Psychology rather than within the Elementary Education faculty) and a lack of focus on a prospective teacher's particular needs and interests (i.e., the lumping together of students desiring to teach high school chemistry with students aspiring to teach junior high school English in rural schools).

Between the large classes and specialized and discreet courses, teacher education came to resemble an efficient assembly line system, with all students, and there were a great many of them, placed on a conveyor belt that carried them to certification via a route much bifurcated but worn smooth with use:

1. Introduction to Teaching, F100. This entry course was offered by the Division of Instruction and Curriculum through a program area simply labeled, F100. It enrolled up to 1500 students a semester and was taught by one faculty member and a group of associate instructors (graduate students).

2. Human Development and Learning, P280. This course was offered by the Educational Psychology Department within the Division of Foundations and Human Development. Typically a faculty member was responsible for coordination and most of the instruction was provided by associate instructors.

3. Methods of Teaching. These courses were offered by the Departments of Elementary and Secondary Education and by various program areas within the Division of Instruction and Curriculum.

4. Student Teaching. The Office of Professional Experience was responsible for placing and supervising all student teachers. Almost all supervision was provided by graduate student "road runners."

Efficient as it might have been for a time, this mass production approach to teacher education soon became obsolete. The seller's market which had forced the public schools to accept the generalist, all-purpose teacher became a buyer's market in the 1970's due to a surplus of certified personnel. School administrators began hiring teachers with unusual skills, abilities and interests. In order to prepare prospective teachers with the special talents to effectively compete for the available jobs, the universal approach to certification had to be abandoned and alternative routes provided.

There were at least some members of the School of Education who had already proposed changes in the mode of teacher preparation.

Their proposed alternative, Project INSITE,* Instructional Systems in Teacher Education, which was instituted in 1963 with money provided by the Ford Foundation, was a highly articulated, accelerated program for both elementary and secondary majors. Although the INSITE project provided an alternative to the existing training program, it did not have a great impact programmatically as for the most part, its students continued to take courses from various departments within the School. The special programs needed to provide for integration of knowledge, background and special interests were still unavailable.

The developments which led from this state to the creation of the Division of Teacher Education go back to 1969 when the School of Education established the Center for Innovation in Teacher Education (CITE) which evolved, through a combination of more or less natural developmental stages and some prodding from external agencies into the Division of Teacher Education and the Institutional Grant.

During the year 1969-70, the Bureau of Educational Personnel Development became involved in the change effort when it provided funding for eight separate proposals. In this year also, a group of new faculty, trained in a discipline and interested in teacher training were added to the staff. Then, in February of 1970, CITE was replaced by the Commission on Teacher Education (COTE) which, although it did not have the authority to implement programs, constituted an advance in the direction of overall organizational change and programmatic development. COTE was a policy making body composed of faculty, administrators and graduate and undergraduate students from within the School of Education, charged with stimulating, coordinating and facilitating efforts at program formulation initiated by faculty-student groups.

By the Spring of 1971, BEPD had reassessed its grant pattern and come to the conclusion that the arrangement of separate and small grants did not meet its essential objectives:

1. making the educational system more responsive to those to whom it had been least responsive.

2. reforming the basic structure of the educational system to serve all groups better.

The Bureau's interest now was in a more concentrated effort; the notion was to make deep structural changes through a massive infusion of funds to a single site.

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*A detailed review of the project was presented in *INSITE--Partnership in Learning for Teacher Education,* published as Vol. 45, No. 3, Bulletin of the School of Education, Indiana University.

Concurrently, in June 1971, the Policy Council of the School of Education authorized the Committee on Reorganization for Teacher Education. Like those at the Bureau, members of the Committee were interested in reforming the overall organizational system so as to stimulate development activity, produce techniques and materials for use in alternative prototypes of new approaches to professional preparation, and to remove impediments to change by minimizing personal and professional constraints on the faculty that militated against risk-taking.

BEPD suggested that the School apply for an Institutional Grant. The understanding being that the School would have to accept and support the general objectives of USOE, but that it would be free to decide on specific program emphasis and would be given complete responsibility for the actual allocation of resources. The Institutional Grant Planning Team set about preparing the Institutional Grant Proposal to establish the mechanism for achieving change. As the Institutional Grant Planning Team set up a bureaucracy to administer the grant money from the BEPD, the Committee on Reorganization labored to overcome the existing organizational structures which were seen as an impediment to engineering and implementing new programs. The essential element in the reorganization effort was the establishment of a formless organization consisting of ad hoc temporary work groups to be formed and reformed at will, and as the interest and concerns of the faculty required. This development was to parallel the ad hoc notion of the Institutional Grant.

The report of the Reorganization Committee was accepted by the faculty of the School of Education and resulted in the establishment of the Division of Teacher Education (DTE), effective July 1, 1972.

The Institutional Grant was located within the Division of Teacher Education. Its goals were essentially identical with those of the Division. The institutionalization of programs and projects supported by the Grant were to be achieved within the Division of Teacher Education.

Reorganization of the School of Education

Unlike the other divisions, the Division of Teacher Education was organized by function. It was responsible for the teacher education function within the School but drew its faculty from the other divisions of the School of Education, from other parts of the University (Arts and Sciences, Music, HPER, Business), and from outside the University (school and community). It was organized along post-bureaucratic lines in that it had no departments. Rather, faculty teams were responsible for specific programs. The faculty teams defined the characteristics of the program, recruited and counseled students, and provided at least part of the instruction.

Objectives of Reorganization for Teacher Education

1. To elevate the function of the education of teachers to a high priority level among the responsibilities of Indiana University's School of Education.

2. To facilitate an increased involvement of the faculty of the School of Education and other relevant faculties at the University in teaching, research, and development activities in teacher education.

3. To create an organizational environment for teacher education in which faculty have the opportunity to create and invent and are supported in and rewarded for such efforts.

4. To increase the options available to students and faculty for productive involvement in teacher education.

5. To increase the diversity in types of individuals involved in teacher education including appropriate involvement of public and private school personnel and the community.

6. To focus responsibility, i.e., accountability, in teacher education on the groups which are planning and operating the program.

7. To encourage concerned faculty who are working in the teacher education programs to respond to needed and recognized improvements in the teacher education program as a regularized characteristic of their assignment in teacher education, i.e., to provide for improvement as well as maintenance assignments in teacher education.

8. To facilitate movement in programs of teacher education toward the reality of school experience and the educational needs of society.

9. To provide integrated programs of experience responsive to the multiple roles and interests of individuals rather than a single set of experiences through which individuals move.

10. To provide a setting for teacher education in which self-renewal and growth will be characteristic of the organization and the individual.

11. To provide opportunity and encouragement for continuous work on conceptualization in teacher education and future planning that will build programs for tomorrow's needs.

12. To provide within the various teacher training programs opportunities for systematic training experiences as a part of the University's advanced degree programs for a variety of educational specialists.

The Division of Teacher Education was parallel with the other divisions within the School.

When the Division of Teacher Education (DTE) became operational it assumed responsibility for:

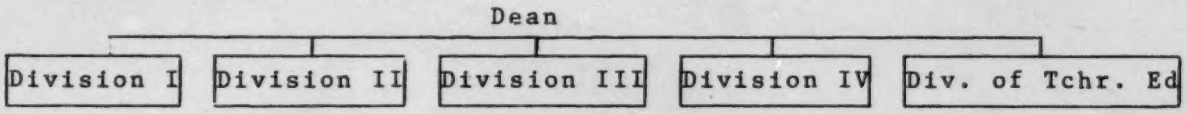
1. The Instructional Services Center including the four functions: Library, Instructional Materials, Closed-Circuit T.V., and Audio-Visual Services.

2. The Office of Professional Experiences.

3. The Institutional Grant Structure, including: an evaluation team, a dissemination team, and four support centers--Conceptualization, Field Implementation, Invention and Development, and Change.

4. All programs and projects relating to the above. Descriptions of those programs and projects enrolling students are included in the directory prepared for student counseling, *Options in Teacher Education.*

The following year, the Division assumed responsibility for all teacher education activities within the School leading to the professional certification of teachers. After July 1, 1973, the School of Education was organized as follows:



Divisions I to IV maintained their department and program area organization. The Division of Teacher Education was organized on the basis of faculty teams for programs, projects, and services. Additional responsibilities included:

1. Responsibility for all programs of teacher education in the School by July 1, 1973, retaining, at a sub-divisional level, an appropriate organizational structure to house:

   (a) Large enrollment operating programs
   (b) Developing or experimental programs
   (c) Associated research, development, and professional service activities in teacher education.

2. Continuing responsibility for operating a set of teacher education programs providing options for students and faculty while pressing constantly for "growing edge" programs in teacher education.

Assignments in the Division

The unique character of the Division of Teacher Education had to be taken into account in defining the types of assignments or roles which Division members would hold and play. This was the only division in the School of Education that assumed responsibility for a schoolwide function. It was the only division organizing itself on a task rather than discipline basis. It was the only division soliciting actively and continuously the participation of non-School of Education faculty in the conduct of its programs.

Involvement of personnel in the Division of Teacher Education provided for the widest latitude in assignment. The form of appointment in relation to time and duration was flexible. Joint appointments across all program lines in the School were routine. The University administration was requested to grant permission for adjunct appointments to tie community and school personnel directly to the Division's programs. There is no necessity to explicate all the forms of appointments which were used by the Division of Teacher Education; most were used occasionally in all departments and divisions now, but the following illustrations may clarify types of roles performed:

(a) Designated Faculty - one unique form of involvement was the designated faculty from specialization areas in the School.

(b) Project Faculty - some members of the faculty were involved in targeted projects (either of their own initiation or of others) to develop and test a module or program or engage in a piece of targeted research or evaluation. These were full or part-time appointments with a definite time period specified involving personnel inside and outside the School and the University.

(c) Program Faculty - the basic unit for program faculty was the training group, i.e., a team responsible for the professional training of a particular subgroup of trainees. The period of appointment for a team member (full- or part-time) was indefinite, but renegotiation occurred each time the team completed its program. Team members were regular School of Education appointees (in many cases also carrying an appointment in another department in the School), faculty from other units in the University (carrying some form of affiliate appointment in the Division), and school district and community personnel

(carrying adjunct appointments in the Division and the School).

(d) Unit Faculty - those involved in operating modules, i.e., units, courses, and experiences employed by, but not necessarily a part of, training groups or teams were unit faculty. These faculty were involved in offering an experience targeted on specifiable outcomes.

Advisory and Policy Boards

The Division organized an Advisory Committee consisting of faculty, students, project directors, teachers, and Arts and Sciences representation. The Division and several of the programs organized student advisory boards as well.

Responsibility for the Institutional Grant Program was vested in a broadly representative Policy Board charged with decisions relating to general policy, assessment of program effectiveness, and long range planning. The board:

1. Provided advice and counsel relative to the operation and direction of the Grant program.

2. Made decisions relative to major programs, program goals, and operational directions of the Grant program.

3. Reviewed all major actions and programs of the Grant staff.

4. Determined special program funding through the use of earmarked discretionary funding.

Policy Board Composition

Seven representative bodies were members of the Board. In addition, the Executive Director of the Grant Program was an *ex officio* member. These bodies and their representation were:

1. three School of Education faculty representatives.

2. four faculty representatives from University divisions and departments other than the School of Education.

3. three representatives of local educational agencies.

4. three community representatives.

5. three University student representatives.

6. one representative from an institution of higher education other than Indiana University.

7. one representative from the Indiana State Department of Public Instruction.

Policy Board Authority

The Policy Board controlled decisions of program and policy within the Grant. The University retained control over those areas which by law it must control. As a simple example of this, the Policy Board could demand the resignation of the Executive Director in his role as Director. It could not, however, demand his resignation as an employee of the University. In like manner the Deans of Education and Arts and Sciences could strongly urge the implementation of a particular program, but the program could not be established under the Grant without approval of the Policy Board.

Policy Board - Special Program

The Policy Board had discretionary funds for making possible a quick response to new ideas as they emerge and broadening involvement in the program by non-educational members of the University faculty, the schools, and the community. These seed money grants were one of several techniques proposed to insure continuing emphasis on parity and broad involvement in grant activities.

Executive Director

With the concurrence of the Policy Board, an executive director was appointed who was responsible for the operational administration of the Grant including implementation of the policy directives of the Board. The Office of the Executive Director served as an administrative secretariat to the Board and assisted in carrying out work specified by the Board between its meetings.

In addition to the normal administrative duties assigned to this office, the Executive Director provided service in areas of need across projects, i.e., instructional, evaluation and dissemination services. The Executive Director composed assistance teams to serve this end.

Instructional Service Team. This team coordinated the materials made available as a result of protocol and training materials production and/or materials that were required by the training programs that were developed and which were available from other sources. There were facilities that provided library materials, film and filmstrip materials, kits and simulation materials, videotape and live video productions, and all other single or multimedia materials.

Evaluation Team. This team was responsible for evaluation of the efforts of the Grant program as a whole and the design of evaluation systems for operational programs and projects. The model which the team used for most of its internal evaluative activities was the CIPP model developed by Professor Daniel Sufflebeam, et. al., then of the Ohio State University. This model defines evaluation as the process of delineating, obtaining, and providing information which is useful for judging decision alternatives and making decisions at the planning (context), structuring (input), implementing (process) and recycling (product) levels, and is a well recognized model within the evaluation community. It was choosen because it is aimed at continuous evaluation used for program development and modification.

The team provided inputs to the Executive Director and program teams as required. Evaluative summaries were provided to the Policy Board at each of its meetings and to any outside auditors that the Board designated.

Dissemination Team. One of the major objectives of the Grant Program was the demonstration and diffusion of a variety of Grant activity products: instructional techniques, materials, organizational and personal change strategies, etc., generated under the Grant Program to other universities, local school systems, teacher centers, etc.

Obviously if the Grant were to yield benefits which justify the federal and local resources devoted to it, it had to produce an effect upon institutions other than that one directly involved in its programs. The Dissemination Team was charged with the responsibility of achieving this objective.

Centers of Activity

The undergraduate training programs functioned within a broader conceptual structure represented by four activity centers:

1. Center for Program Development, Design, and Testing.
2. Center for Field Program Implementation and Operation.
3. Center for Invention and Development.
4. Center for Personal and Organizational Change.

A center sometimes had a specified administrative head or coordinator; others had a committee of persons associated with the center which performed the coordinative function. In any event, even if there were a specified head, s/he was not a line administrator but a staff officer concerned with functional integrity. The centers, moreover, were not intended to be another hierarchical layer between the Executive Director and program staff. They were an

attempt to maintain program balance consistent with the six objectives. These centers of activity were used as a method for planning and assessing program emphasis and balance, and for attending to program dimensions which were not encompassed by specific projects.

Program Development, Design, and Testing. The major responsibility of this center was the specification, design, testing and operation of the training programs of the Institutional Grant, specifically:

1. Alternative training programs to prepare teachers for modified roles in reformed school settings.

2. Training programs designed to prepare educational personnel in new school settings, i.e., alternative schools.

3. Training programs designed to prepare educational personnel for service in non-educational settings, e.g., health and welfare agencies, community resource agents, etc.

4. Training programs designed to prepare educational personnel for new educational roles in educational settings, e.g., teacher change agents.

5. Training programs designed to prepare educational personnel in-service to become more effective operatives in reformed schools and/or new roles.

Field Program Implementation and Operation. The major responsibility of this Center was the implementation and operation of programs or program elements in the field, i.e., in local education agencies, communities, and other non-university sites. The center coordinated its activities with the Center for Program Development, Design, and Testing in the development of programs, but its main responsibility was the introduction and operation of field-based programs.

As one of the elements of its responsibility, the Center established and tested organizational strategies which related concerned partners in the in-service and pre-service training of teachers in real life settings. Such strategies provided for the involvement of University personnel in local school and community settings and for the involvement of practicing teachers and community persons in the University setting.

Invention and Development. The major focus of this Center was the creation of training materials for, and the training of professors, teachers, and students in, the processes of educational development. This form of training was essential to the implementation of new programs under the Grant.

A second function of the Center involved the modification of existing training materials and techniques so that these could be used within the programs of the Grant. A specific example of this function was the modification of the products produced by the BEPD funded protocol materials project and the National Center for the Development of Training Materials in Teacher Education for use within grant programs.

In effect, this Center engineered the Grant. It provided training in the processes of development so that the ideas and programs of the two Centers described above could be made operational with fully developed materials and techniques. It also enabled the packaging of Grant materials, techniques, and strategies in a form which expedited their dissemination to and adoption by other institutions.

Personal and Organizational Change. New Programs, cooperative arrangements, and parity control situations will not in themselves lead to a significant revitalization of teacher education. Changes must also take place within the personnel who operate the schools and universities and within the organization of these institutions.

It was not possible to revitalize teacher education at Indiana University or elsewhere without devoting considerable attention to models and procedures for bringing about personal change within the University faculty, within the faculties of cooperating public schools, and within the organization housing them. Therefore, the major function of this Center was to devise and operationalize strategies and programs to help personnel learn how to go about changing themselves and their organizations.

A number of Reference Faculties were appointed in Educational Psychology, Social Foundations, Principles of Secondary Education, and Reading and Language Arts. Functions of Reference Faculties included:

(a) Advise and participate in early planning of Projects and Programs.

(b) Serve as an Advisory Group to the Division as a whole in respect to the particular discipline of the Reference Faculty.

(c) Assist the Division of Teacher Education in developing appropriate evaluation systems.

(d) Develop position statements as to what the disciplinary component of a program ought to be. (Educational Psychology component, for example.)

Developments Within the Division and the Institutional Grant

During the initial phase of the Division, July 1, 1972 to June 30, 1973, twenty-one options were implemented. Some were full fledged, well articulated programs.* Other innovative efforts were aimed at project** development. Nine options were supported by Institutional Grant funds.

On July 1, 1973, the Division of Teacher Education assumed responsibility for all teacher education activities through the fifth year level. By September, several major goals had been accomplished:

1. A second group of new programs, which had been stimulated in part by the Conceptualization Center, and had been planned during the Division's first year, were now ready for implementation. Some of these included a Communication Skills Program, a Field Based Social Studies Program, an English Team Program, a Training Program for Teachers of the Severely Handicapped, a Secondary Science Teacher Preparation Program, and fifth year field based programs (i.e. in Social Studies), and activities in Arts and Sciences (i.e., English Team Program), were operationalized.

2. A thorough review of the Division's activities had been completed. Some programs were thus modified (i.e., ENCORE), several were recycled (i.e., Professional Year), and several were terminated (i.e., RELATE). The original structure of the Institutional Grant, consisting of four service centers and two teams for evaluation and dissemination, was found to be in need of simplification. This resulted in a reorganization of center staff and functions into three teams: Coordinating Associates, Field Associates and Instructional Service Associates.

In essence, the Coordinating Associates assumed responsibility for: planning and implementing programs, coordinating evaluation and research activities; providing logistical support; and dissemination and diffusion services. The Field Associates assumed responsibility for servicing programs and projects in terms of their needs for field activities. This included student teaching

*A program is a sequence of professional courses or activities planned and supervised by a faculty team to prepare teachers for provisional or professional certification.

**A project is a professional activity which includes courses, field experiences, and/or seminars, all of which are in the state of development or testing and may be used in a program but which does not in itself lead to certification.

programs and field experience development and coordination. The Center for Experiential Education, which is responsible for non-student teaching field experience, is discussed later in this paper. The Instructional Services Associates assumed responsibility for: library service, media services, instructional material development, and TV and Micro-teaching services.

Four additional faculty teams were identified to relate to program development activities. Referred to as reference faculties were groups of individuals from various disciplines interested in social foundations, psychological foundations, language arts and reading, and the principles of secondary education. These faculty teams were interdisciplinary within the School of Education, but there was little or no involvement of faculty from any other school within the university.

3. A restatement of the goals and objectives of the Division was proposed to reflect and incorporate the thinking of the School of Education. The faculty, in addition to the six goals specified in the Institutional Grant, stated 10 further goals. These can be found in "Report of the Objectives, Goals and Missions of the School of Education, Indiana University for the Period 1973-1978."

4. The dissemination staff had developed both an internal and external dissemination-communication-reporting system.

5. The evaluation team had established what they termed an Evaluation Systems Operation. This system was composed of a series of seminars and an Information System designed to determine which students are in what programs, which faculty are involved in what program, etc. It also provided information to the budget director and the division director about course scheduling, enrollment patterns, etc. Small grants to faculty and graduate students were made available to encourage research and inquiry. The evaluation team mounted an effort to gather data about needs in the area of teacher education. General evaluation efforts in the three levels laid out in the original grant were further expanded.

6. An academic advisement and recruitment system was established to help students select specific programs rather than namelessly going through a massive general program.

The Epilogue

It is now possible to describe the final outcomes of the Grant and the restructuring. The ad hocracy still continues to exist and function. Faculty in a given discipline are called upon to teach in one or more programs. Some of the support services, for example the media center, are continuing, and in some cases even expanding.

There are currently 21 options available to undergraduate trainees. These options include:

6 elementary programs

8 secondary programs

2 special education programs

5 student teaching projects

It should be stressed that these options are all considered "alternatives" to the traditional approach, and there are students who do not choose to involve themselves in any of them. Thus, these alternatives are provided for, not forced upon, students.

Of the ten programs described in the Grant proposal (pp. 15-33), only four have survived. In the following section, the development of two of the programs outlined in the Grant proposal--one that survived and one that is no longer a discrete program--will be described.

The future of the Division of Teacher Education is uncertain. Indiana University is committed to its role as a teacher trainer, but the structure which supports this continues to evolve. Already the educational psychology component has shifted back to the Educational Psychology Department. However, the special sections designed for various programs will continue to be offered. Hopefully the structure of the School will continue to change as ideas about teacher education change and in an effort to provide the best that is possible.

The focus for the future of the School is continuing to shift. More and more emphasis will be given to the training of inservice teachers. More attention will be given to teacher training as a continuing process, not one which ends with the attainment of either a bachelors or masters degree. The contact achieved with the local education authority and the inservice training programs developed as part of the new field components during the last four years will undoubtedly add to previous efforts in this area.

APPENDIX
B

"Preparation Options in Teacher Education"

QUESTIONS AND ANSWERS ABOUT PROGRAMS AND PROJECTS

1. *What are programs and projects?*

Programs and projects are alternative means of completing the required sequence of professional education courses. Each focuses upon a particular area of concern for the prospective teacher. For example, separate programs provide training for elementary classroom teachers, plus appropriate training in special education, early childhood education, or multicultural education. Secondary programs may focus on a subject area and specific teaching techniques. Other projects highlight teaching in a special setting, such as a rural area, or teaching a particular cultural group, such as American Indians, and can accomodate any major. Because future teachers need to learn diverse teaching skills, programs and projects survey and employ numerous and diverse teaching techniques.

2. *How does a student apply for admission to a program or project?*

To apply for any program or project, a student should talk with the director. Most programs and projects use a very short written application to keep a record of interested students. Talking with the director provides the student with more detailed information and may be a deciding factor in program or project choice.

3. *Is admission to programs and projects selective?*

For most programs, eligibility is based upon interest in and commitment to the goals of the program or project. A few programs are selective in admitting students. These programs have application deadlines in the spring semester of the sophomore year, and require a minimum grade point average and previous experience with children. Programs with selective admission include all of the special education programs and the Undergraduate Early Childhood Program.

4. *Is financial aid available for students enrolled in programs and projects?*

Yes, financial aid arrangements are the same for students in special programs as for other students.

5. *Does it take longer to obtain a degree if a student participates in a program or project?*

Since the programs and projects fulfill requirements for teacher certification, they do not extend the time required to complete an undergraduate degree. Some of the programs and projects do include credits which may be used as electives.

OPTIONS IN ELEMENTARY EDUCATION

The training of elementary teachers involves coursework in two areas of study: liberal arts and professional education. During the first two years of preparation, prospective teachers are concerned with meeting designated requirements in liberal arts--art, language, mathematics, music, science, and social studies. Professional work is stressed the last two years. Professional education coursework examines the roles of both teacher and student, investigates human development and learning, and provides instruction in how to teach and develop materials for elementary subjects.

The programs and projects described below focus on special subjects, special interest areas, or unique methods of teaching. They may or may not include all required professional education coursework. In either case, enrolling in a program or project allows students to choose the type of preparation which suits their individual interests and the needs of the students they intend to teach.

BLOCK PROJECT

Focus on learning how to teach elementary subject matter attracts prospective students to the Block Project. This is a one-semester project for elementary education majors that includes the required major methods courses in reading, language arts, mathematics, social studies and science. Students usually enroll in the Block Project during the semester preceding their student teaching. Student representatives from the Block Project meet regularly with faculty for planning, feedback, and project evaluation. Experiences in the schools are also required in order to relate educational theory and practice. (See also Options in Student Teaching.)

CAMPUS BASED PROGRAM

The Campus Based Program is a two-year program designed for students interested in a wide variety of teaching and learning styles represented by a pluralistic society. Students have planned experiences in the public schools, opportunities to use laboratories in conjunction with their methods classes, flexibility in the scheduling of their multi-professional courses, and opportunities to develop and use a wide variety of teaching materials. Special advisement is available for students from their freshman year. Through careful planning of general studies, professional studies, and electives, students design a personalized educational continuum assuring a strong professional background necessary for good career placement. (See also Options in Student Teaching.)

ENCORE PROGRAM

Encore is a three-semester program in elementary education which focuses on the integration of theory, methods, and classroom experience. A team of faculty members and Bloomington public school teachers cooperates in the supervision of the program. The three semesters are sequenced to intensify teaching skills as students demonstrate readiness for increased responsibility.

The first semester emphasizes the teaching-learning relationship, communication, the utilization of audio-visual materials, and creativity in the classroom. How to teach arts and crafts and music and how to use these subjects to enhance the teaching of other elementary subjects is of primary importance to the Encore program.

The second semester consists of methods courses and beginning experiences in classroom observation, participation, and teaching.

The third semester is primarily student teaching with a team teaching approach. Student teachers are assigned to faculty teams who work with them on the basis of the students' abilities and the school's needs and opportunities. The integrating features of this final semester are seminars and workshops, individualized experiences and varied supportive roles of faculty members.

KINDERGARTEN ENDORSEMENT PROGRAM

The Kindergarten Endorsement Program is available for those elementary education majors who are interested in teaching kindergarten. In addition to the elementary education requirements, the program involves a sequence of courses dealing with early childhood and a practicum in early childhood. This practicum provides the student with classroom experience with young children. Further experience is gained during the student teaching semester when the student works in a kindergarten, as well as an elementary classroom.

Any student may obtain a kindergarten endorsement while participating in another elementary program or project. (See also the Options in Elementary Education and Options in Student Teaching.)

MATHEMATICS-METHODS PROJECT

The National Science Foundation is supporting a project at Indiana University to make training in mathematics more relevant and exciting for prospective elementary teachers.

Students in the Mathematics-Methods Project take mathematics courses that relate directly to the mathematics children are learning in elementary schools. The on-campus coursework also involves training in methods and use of materials in a laboratory setting. Students gain the practical experience necessary for mastering teaching techniques by working once each week with small groups of children in a local elementary school.

The Mathematics-Methods Project combines the required hours of mathematics and the required hours of methods for teaching mathematics into an integrated two-semester program. University classes are coordinated with classroom experiences where students focus on the child's mathematical thinking and learning patterns. Students in this project may participate in other Options in Elementary Education. (See also Options in Student Teaching.)

MULTICULTURAL EDUCATIONAL DEVELOPMENT PROGRAM

The Multicultural Educational Development Program is designed for undergraduates who want to teach elementary school children who bear the hardships of poverty. The term "multicultural" describes a large segment of the school population who find the school culture foreign to their home and community experiences. The program aids the future teacher in gaining insight into the life-style, unique social and economic problems, and positive attributes of the cultural group the student plans to serve, and then helps the student develop the competencies necessary to meet some of that group's educational needs.

Community-based learning experiences in both urban and rural settings provide exposure to various groups and practice in working with them. Community service is the most critical component of the Multicultural Educational Development Program, with one semester spent in on-site methods training and community work.

UNDERGRADUATE EARLY CHILDHOOD PROGRAM

Students enrolled in the Early Childhood Program work with children ranging in age from birth through pre-adolescence, with an emphasis on school experiences with children ages three through eight. Theory and practice are interrelated by requiring coursework, laboratory experiences, field experiences, and seminars concurrently throughout the program. The unique features of the program include four practicum experiences in different settings which relate to levels of early childhood development: home, nursery school, kindergarten, and a primary grade (1, 2, or 3). Topics of weekly seminars relate to the current practicum. Another major emphasis of the program is continual evaluation of each student's professional growth and development as well as his or her effectiveness in using various teaching techniques and materials in the practicum setting.

Each year a limited number of students is admitted to the program and assigned to one of the members of the early childhood faculty who not only acts as an advisor to the students, but also conducts the weekly seminars, and participates in supervising the students in the field. The close relationships established with the students affords a high degree of personalization and individualization for each student.

The Undergraduate Early Childhood Program is designed for students who wish to be prepared to teach at any level of early childhood education in public schools, private schools, child development centers, day care centers, cooperative nursery schools, or kindergartens. Certification includes elementary education, and both the kindergarten and nursery school endorsements.

OPTIONS IN SECONDARY EDUCATION

In order to be certified, or licensed, to teach in a junior or senior high school upon graduating from Indiana University, a student must complete specific requirements. These requirements may be categorized in three areas: general education, professional education, and subject matter area.

GENERAL EDUCATION

General education includes courses in the humanities, life and physical sciences and social and behavioral sciences. These courses provide a background of general knowledge for future teachers, and are usually completed during the freshman and sophomore years. Students are encouraged to explore areas that are unfamiliar to them, as well as areas they are considering as majors.

PROFESSIONAL EDUCATION

The professional education requirements are similar for all secondary teachers. These requirements include an introductory course in teaching, a course in educational psychology and methods instruction. The introductory course emphasizes making the decision to become a teacher. Educational psychology stresses the processes of human development and learning, and problems of adolescence. Instruction in planning appropriate lessons for a particular subject, using various methods of teaching, developing classroom materials to accompany lesson plans and textbooks, and utilizing available materials are all part of the methods course. Each of the areas mentioned--making the decision to teach, educational psychology, and methods instruction--incorporates practical experience with classes. This experience may be observing a class, tutoring an individual student or a small group of students, serving as a teacher aide, or teaching the class for a period of time.

These experiences prepare the prospective teacher for student teaching. Student teaching is a daily opportunity for the student to practice teaching skills under the supervision and help of an experienced teacher.

A course examining the purposes of secondary education in America, innovations in teaching, curriculum planning, legal positions of students and teachers and the organization of high schools is closely related to student teaching. Important topics in modern education are also explored.

This sequence of professional education courses and practical experiences is required to teach any subject in a secondary school and may be completed by enrolling in separate courses or by participating in the special programs and projects offered.

SUBJECT MATTER AREA

Every student in secondary education must choose at least one subject matter area as a major, and may choose one or more minor areas. The major and minor are subjects the teacher will be licensed to teach upon graduation. With careful planning, it is possible to choose two majors.

Listed below are descriptions of every available subject matter area. The first group of areas listed may be utilized as majors or minors at the secondary level. The second group consists of areas that may be minors only. The third group contains subject matter areas that may be taught at any grade level--kindergarten through twelfth grade. Specific courses required for each area are listed in the School of Education Undergraduate Bulletin.

SECONDARY MAJORS

ARTS AND CRAFTS

The undergraduate program includes a wide range of experiences in fine arts. Students learn which kinds of art are adaptable to different situations, and apply their knowledge in a series of supervised teaching experiences with children and adolescents. The teaching experiences also involve work with the handicapped and the elderly. (See also Arts and Crafts as a K-12 grade major and Options in Student Teaching.)

BIOLOGY

Students who want to be secondary science teachers may elect biology as a major. This major includes introductory coursework in the earth sciences and physical sciences, but places the greatest emphasis on biology, plant science, and zoology. (See also Secondary Science Teacher Preparation Program and Options in Student Teaching.)

BUSINESS

Three undergraduate study programs are available for those interested in teaching business subjects in the secondary schools. The programs certify teachers to teach in one of the following areas: all business subjects; all business subjects except bookkeeping-accounting; all business subjects except shorthand-transcription.

Employment opportunities for business teachers in public education are quite good. In addition, there are employment opportunities for business education majors in business and government. Every program above also qualifies the student for employment in the administrative management area of business. (See also Options in Student Teaching.)

CHEMISTRY

Students may choose chemistry as a subject matter area at the secondary school level. This major consists entirely of chemistry and physics courses. (See also Secondary Science Teacher Preparation Program and Options in Student Teaching.)

DISTRIBUTIVE EDUCATION

Distributive Education is a growing and exciting field in the nation's schools. The purpose of distributive education is to prepare persons for careers in marketing, merchandising, and management.

Indiana University's Distributive Teacher Education Program enables its graduates to become teacher-coordinators--to teach and conduct distributive education programs in high schools and post-secondary institutions. When employed by a school district, teacher-coordinators teach two or three classes per day, working closely with students, business leaders, and counselors the remainder of the day.

The job of a distributive education teacher-coordinator should appeal to students who 1) are interested in business; 2) desire community involvement; and 3) wish to help youth prepare for careers.

To become a teacher-coordinator in distributive education, students at Indiana University must pursue an area major in either the School of Education or the School of Business. Coursework is supplemented by field experiences, such as interviewing business leaders, and participation in the local chapter of the Distributive Education Clubs of America, Collegiate Division.

EARTH SCIENCE

Earth science is one of the science areas that may be chosen as a secondary major. Coursework includes anthropology, astronomy, chemistry, and physics in addition to geology and geography. (See also Secondary Science Teacher Preparation Program and Options in Student Teaching.)

ENGLISH

Students who plan to become English teachers complete advanced coursework in American and English literature, grammar, and writing, plus introductory courses in speech and journalism. (See also Communication Skills Program, English Team Program, Secondary School English Project, and Options in Student Teaching.)

FOREIGN LANGUAGE

Prospective foreign language teachers may choose a major in French, German, Latin, Russian, or Spanish. Besides focusing on the basic skills of listening, speaking, reading, and writing, a strong foundation in the teaching of culture is emphasized. Individualized instruction, use of mini-courses, and innovations in the field of foreign language teaching are incorporated into this program. Special class sections and opportunities are available for foreign language majors in all of the required teacher preparation courses. (See also Options in Student Teaching.)

GENERAL SCIENCE

Teachers of general science complete coursework in many science areas: astronomy, biology, chemistry, earth science, and physics. (See also Secondary Science Teacher Preparation Program and Options in Student Teaching.)

HEALTH AND SAFETY

The health and safety major includes coursework in anatomy and physiology, as well as personal health, community health problems, first aid, and nutrition. This major is frequently coordinated with a minor in biology or social studies. (See also Options in Student Teaching.)

HOME ECONOMICS

Prospective teachers may choose general or vocational home economics as a subject matter area. Core courses emphasize the common bonds between a person's social roles and needs, and physiological requirements. With careful planning and selection of courses, emphasis on consumer studies is possible. Training in general home economics includes the study of conservation, human development, family health, foods and nutrition, housing, and clothing and textiles. Vocational home economics adds the area of consumer education to the student's training. (See also Options in Student Teaching.)

JOURNALISM

Students who want to be journalism teachers and publications advisors become journalism majors. Although the majority of courses required are journalism courses, literature, language, composition, and speech are also required. (See also Communication Skills Program and Options in Student Teaching.)

MATHEMATICS

Coursework required for students who want to become secondary mathematics teachers includes calculus, algebra, geometry, and computer science. These courses involve both pure and applied mathematics. (See also Secondary School Mathematics Project and Options in Student Teaching.)

MUSIC

The primary goal of music education is to prepare teachers who will be able to teach youth from different socio-economic backgrounds to maximize their unique talents and interests, and to enable them to find personal satisfaction in music experiences.

Besides being excellent musicians themselves, music teachers try to find means to involve all children in musical experiences. In order to do this, music education students are trained not only in music, but also in use of modern technology related to music, instruments of other cultures, conducting, and teaching methods. Students participate in classrooms in both the university and public school to gain experience. (See also music as a kindergarten through twelfth grade major and Options in Student Teaching.)

PHYSICAL EDUCATION AND HEALTH

The individual who is interested in physical education may choose a major that provides essential training in team and individual sports, physical fitness, first aid, personal health, and coaching. (See also physical education and health as a kindergarten through twelfth grade major and Options in Student Teaching.)

PHYSICS

Students who want to be secondary school physics teachers complete coursework in physics and chemistry, along with necessary background work in mathematics. (See also Secondary Science Teacher Preparation Project and Options in Student Teaching.)

RECREATION

Students may choose to be certified as recreation teachers with an emphasis on recreation leadership and programming or outdoor education. (See also Options in Student Teaching.)

SCHOOL LIBRARY AND AUDIO-VISUAL SERVICES

The basic professional preparation for becoming a librarian requires five years of university study leading to the Master of Library Science degree. Within the four years of undergraduate study, students may complete a major in library science. This program offers instruction in the fundamental principles and practices of librarianship and provides the basic preparation for advanced professional study in the fifth year. (See also Options in Student Teaching.)

SCHOOL PSYCHOLOGY

School psychology is one of the helping professions in education. A school psychologist works with pupils, teachers, principals and other administrative personnel, parents, and community agencies. He or she is trained to assist in the evaluation of pupils and programs, to make recommendations, and to participate in implementing educational change.

This seven-semester program is designed for entry at the beginning of the junior year. The program leads to a B.S. and M.S. in education and provisional Indiana State Psychometry certification. In addition to general degree requirements, the program consists of foundational coursework in psychology and education, seminars and practice in professional school psychology and field experiences.

SOCIAL STUDIES

The social studies education major prepares students to become high school teachers of economics, geography, political science, sociology, United States history, or world history. Students choose two of these areas for intensive study, in addition to surveying the other social studies disciplines. Professional education experiences emphasize the development of teaching procedures important in social studies--teaching concepts, problem-solving skills, and value clarification. (See also Field Experiments in Teacher Education, Undergraduate Secondary Social Studies Program and Options in Student Teaching.)

SPEECH AND HEARING THERAPY

The undergraduate curriculum in Speech and Hearing is part of a five-year professional program. Its objectives are to prepare the student for continued study at a graduate level, membership and clinical certification in the American Speech and Hearing Association, and certification by the Indiana Department of Public Instruction. The undergraduate program is preparatory to graduate training; the Bachelors degree alone does not qualify the recipient for certification or professional employment.

SPEECH AND THEATRE

The speech communication major coordinates a program of courses and cocurricular experiences for students wishing to become teachers of high school speech and theatre. Courses in speech communication, creative and performing dramatics, speech science, and mass communications are interrelated with practical participation in public discussion, debate activities, theatre production, and specific training as a speech teacher and a theatre or forensics director. (See also Communication Skills Program and Options in Student Teaching.)

TELECOMMUNICATIONS

Students who wish to major in telecommunications may do so by taking a sequence of courses in speech, theatre, and radio and television. This program enrolls a limited number of students because of the few student teaching placements available in Indiana.

SECONDARY AREAS THAT MAY BE MINORS ONLY

AUDIO-VISUAL COMMUNICATIONS

A secondary education student may elect the field of audio-visual communications as a minor by taking a sequence of courses in the production and utilization of audio-visual materials plus elective courses in related areas. This is an attractive option for students seeking additional strength in instructional techniques or exploring possible careers in audio-visual communications. Now, as the newer electronic media become increasingly prominent throughout the educational system, new roles are required and new opportunities for media training are being planned. The future undergraduate media program will allow two basic branches: the first, "media user," will give the subject matter trained teacher additional competencies in selecting, evaluating, and using the wide range of available audio-visual materials. The second, "media developer," will focus on skills in planning and producing films, graphics, television, and programmed instruction. The audio-visual communications minor must be taken in conjunction with a major in another teaching area. (See also Options in Student Teaching.)

DRIVER EDUCATION

A minor in driver education may be obtained by completing courses in general safety education and traffic safety education. The driver education minor must be taken in conjunction with a major in another teaching area. (See also Options in Student Teaching.)

PSYCHOLOGY

Students who are interested in teaching psychology at the secondary level may choose to minor in psychology. Instruction emphasizes human growth and learning, mental health principles, psychology of learning, child and adolescent psychology, and measurement techniques. The psychology minor must be taken in conjunction with a major in another teaching area. (See also Options in Student Teaching.)

MAJORS FOR KINDERGARTEN THROUGH TWELFTH GRADE

ARTS AND CRAFTS

This undergraduate major provides art courses and teaching experience for the student who wants to prepare for teaching art at any grade level--K-12. Besides the experiences described for the secondary major, students receive extra training in fine arts and may select an elementary grade for a part of the student teaching experience. (See also Arts and Crafts as a secondary major and Options in Student Teaching.)

MUSIC

Students who want to teach music at any grade level, kindergarten through twelfth grade, may do so by completing courses in music and education beyond those required for a secondary major. (See also Music as a secondary major and Options in Student Teaching.)

PHYSICAL EDUCATION AND HEALTH

Students who want to teach physical education at any grade level, K-12, must complete courses in physical education and elementary education in addition to the coursework required for a secondary major. (See also physical education and health as a secondary major and Options in Student Teaching.)

PROGRAMS AND PROJECTS IN SECONDARY EDUCATION

COMMUNICATIONS SKILLS PROGRAM

Students who want to be teachers of English, speech and theatre, or journalism will want to investigate the Communication Skills Program. This program offers special sections of professional education courses, as well as flexibility in choosing courses in the the major and minor teaching areas. Each student will be carefully advised throughout the four years at Indiana University to design a program that suits specific needs and interests in the communication areas. One important goal of the introductory courses in this program is to help students decide if they really want to teach.

ENGLISH TEAM PROGRAM

A two and a half year program in English and education is offered at Indiana University to a selected group of twenty-five to thirty sophomores and juniors who are interested in experiences leading to careers in the teaching of English. The introductory course of this program is designed to help students decide whether or not they want to become English teachers.

Program opportunities include:

1) Seminars each semester on topics in the study and teaching of English, taught jointly by faculty in English and Education.

2) Continuous, individualized advising by English and Education faculty directly involved in the program.

3) The chance to work closely with a few other selected students for a period of several years.

4) The opportunity to break away from traditional educational experiences by participating in a unified program.

5) Freedom to elect most courses in the major and to select from a few specially designed courses.

FIELD EXPERIMENTS IN TEACHER EDUCATION

Field Experiments in Teacher Education is a two-semester program in secondary education for social studies majors. Participants are placed in two Indianapolis schools for an entire school year where they teach at both middle and high school levels. Classroom activities include serving as teacher aides, planning group activities, developing curriculum, and student teaching. The schools are located in communities which differ culturally, and every student also works with some agency, project or activity in the community.

After working with six to ten in-service teachers, each student selects one as his or her supervising teacher. These teachers work with students three full days each week for 32 weeks. Participants in the FETE Program work on developing special skills in observing, listening, questioning, and stimulating. They also place great emphasis on developing inquiry skills in their students.

SECONDARY ENGLISH EDUCATION PROJECT

The Secondary English Education Project emphasizes immediate application of methods, techniques, and strategies in the teaching process, assessment of ongoing programs in the public schools, and study of various materials appropriate for varying programs, and experiences with students and teachers in the field. Students enrolled in M447, Methods of Teaching High School English, cooperate with student teachers, supervising teachers, and the methods instructor in classroom and professional situations. Students have the opportunity to work with supervising teachers before student teaching begins. Student teachers will be in the Bloomington area for 8-16 weeks with a supervising teacher who has participated in the project.

SECONDARY SCHOOL MATHEMATICS PROJECT

The Secondary School Mathematics Project provides secondary mathematics majors the opportunity to work with their supervising teachers before the student teaching semester. During the fall semester, students enroll in the secondary mathematics methods class and a math. education seminar that involves supervising teachers in Bloomington. Participants student teach the first half of the spring semester in the Bloomington area with teachers whose professional expectations and personal values are known to them from the earlier relationships of the seminar.

SECONDARY SCIENCE TEACHER PREPARATION PROGRAM

The Secondary Science Teacher Preparation Program provides training for students interested in teaching biology, chemistry, earth science, general science, or physics in high school. The undergraduate program consists of courses, mini-courses, and practical experiences which help students develop the skills needed to become effective science teachers. These skills include identifying, selecting, and assembling materials and methods appropriate for particular secondary schools. Participants continually practice and evaluate what they are learning through courses and experiences in the public schools.

UNDERGRADUATE SECONDARY SOCIAL STUDIES PROGRAM

The Undergraduate Secondary Social Studies Program features a sequence of professional education courses designed for social studies majors. The program emphasizes the development of teaching procedures and components important in social studies: teaching concepts, problem-solving skills, and value clarification. Classroom instruction is combined with laboratory teaching experiences, allowing considerable application of the principles and concepts studied. The field component and other professional experiences extend the classroom work to actual teaching situations. This program provides social studies teachers specific teaching skills, in addition to meeting necessary course requirements. Students in the program enroll in special sections of professional education courses.

OPTIONS IN SPECIAL EDUCATION

ENDORSEMENTS IN SPECIAL EDUCATION FOR THE MENTALLY RETARDED OR THE EMOTIONALLY DISTURBED

The endorsement in special education for the mentally retarded or the emotionally disturbed is available for both elementary and secondary education majors. This endorsement involves methods of teaching language arts and reading, mathematics, and psychological measurement, as well as coursework and training in special education. The student chooses either emotional disturbance or mental retardation as the area of concentration. Special education curriculum and methods of teaching are offered during the summer. Depending on available sites, practicum experiences and/or student teaching are offered during the summer or during the academic year. (See also Options in Student Teaching.)

UNDERGRADUATE PROGRAM TO PREPARE TEACHERS OF THE MILDLY HANDICAPPED

This program offers a degree in elementary education with a dual endorsement in special education. The areas of endorsement in special education are behavior disorders and mental retardation. The dual endorsement program in special education is designed to prepare teachers who effectively can provide direct educational services to mildly handicapped children in regular and special classes. Students in the program will be prepared to teach children from different areas (i.e., urban-inner city, suburban and rural). The combined training in both elementary and special education provides flexibility to potential teachers to provide instruction to nonhandicapped children in elementary education or to mildly handicapped children in regular classes or special classes.

UNDERGRADUATE PROGRAM TO PREPARE TEACHERS OF THE SEVERELY HANDICAPPED

The program for preparing teachers of the severely handicapped is designed with the understanding that even though severely retarded children perform at a developmental level much below that of other children, it is still important to try to teach them to be independent, functioning individuals. The program has two aspects: (1) to help students gain extensive experiential background through exposure to handicapped children in different settings (classroom, vocational, home situations); and (2) to provide academic coursework which focuses on child development and instructional programming skills.

OPTIONS IN STUDENT TEACHING

AMERICAN INDIAN STUDENT TEACHING PROJECT

The American Indian Student Teaching Project features student teaching for seekers of elementary, secondary (most subject areas), and special education teaching certificates on reservations in Arizona and New Mexico. All placements are for a full semester. Students are placed in Bureau of Indian Affairs boarding schools serving Navajo and/or Hopi children. Keams Canyon, Toyei, Chuska, Shonto, Many Farms, Kayenta, and Kinlichee are among the schools that welcome participants.

Each participant registers for 12-15 semester hours of student teaching and takes a three semester hour course focusing on Native American culture, issues, and aspirations. Up to three semester hours of graduate credit is available.

Student teachers are available to Indian children not only for classroom instruction, but also for counseling, athletics, and cross-cultural interaction. All student teachers participate in a culturally oriented summer workshop on campus to prepare them for the reservation setting. On-site seminars, readings, films, presentations by Native American consultants, and weekly reports extend the workshop experience. Community involvement with agencies and American Indian adults is also required.

BRADFORD WOODS PROJECT

The Bradford Woods Project is a student teaching experience for elementary education majors who are interested in camping, outdoor and environmental education programs. Seniors ready for student teaching may enroll for either fall or spring semester to be placed at Indiana University's Outdoor Education and Camping Center at Bradford Woods near Martinsville, Indiana. The student teacher joins a planning and leadership team that conducts a camping, outdoor education, environmental education program for fifth grade students. Student teachers live with their students in an informal creative camp setting and teach a variety of related subject areas including language arts, social studies, math, and science, along with environmental studies, crafts, and drama. A special Bradford Woods project team of instructors aids in preparing the student and then supervises the student teaching experience. Only eight of the required 16 weeks for elementary student teaching are spent at Bradford Woods; the other eight weeks are spent in a traditional classroom setting.

LATINO STUDENT TEACHING PROJECT

The Latino Project is a full-semester student teaching experience designed for those who would like to study the culture and teach in Mexican-American, Puerto Rican, and Cuban communities. Student teaching assignments may be requested in Nogales, Arizona; East Chicago or Gary, Indiana; Chicago, Illinois; and Texas towns along the Mexican border.

The project requires mature, dedicated, socially sensitive students willing and able to adapt to values and aspirations of minority groups. Some knowledge of Spanish is necessary. Each participant registers for 12-15 semester hours of student teaching and takes a 3 semester hour course especially concerned with Latino culture, issues, and education. Community agency internships, adult education class involvement, and exposure to bilingual programs are special features. Up to 3 semester hours of graduate credit is available.

This is a unique opportunity to serve the educational needs of the nation's second largest ethnic minority group and to be in the position of a "minority person" while doing it. Many opportunities and positions for bilingual teachers exist nationally.

NON-PROJECT STUDENT TEACHING

The preparation program for those students who choose not to participate in one of the specialized programs or projects culminates with a student teaching experience either the first or second semester of the senior year. Arrangements for placement and supervision are provided by the Office of Field Experiences. Student teachers are given the opportunity to express a preference for the type and location of school to which they will be assigned. Most placements are made in the public schools--elementary, middle, junior high, and senior high--within a fifty mile radius of Bloomington; however, placements can also be arranged in most areas of the State.

The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This includes placing student teachers in schools which most closely resemble the type in which they would like to teach and matching students, whenever possible, with partucular teachers whom they have selected. Supervision from the university is provided by specialists who have been successful classroom teachers.

Attractive features of this program noted by former student teachers include the individualized help available, the wide variety of possible placements, and the quality of the public school and university supervisors.

RURAL EDUCATION CENTER PROJECT

Elementary and secondary majors who feel they are best suited for or desire sixteen-week placement in small or consolidated schools serving a predominantly rural area should investigate the Rural Education Center Project. This full-semester project consists of a twelve-week student teaching assignment and a four-week internship in a governmental, community, or private agency serving the citizens of the school area. Agency work is highly valued by former participants because the experiences and exposure it provides enhance teaching skills and increase job opportunities. Classroom assignments provide opportunities to share and develop various skills and techniques in teaching and forming human relationships. Internships and teaching are supplemented by readings, seminars, field trips, and workshops.

SUBURBAN STUDENT TEACHING PROJECT

The Suburban Student Teaching Project is a full semester professional experience for seekers of an elementary, secondary (most all subject areas) or a special education teaching certificate. Placements are made in schools which feature the latest curricular innovations, current scheduling and organizing patterns, abundant audio-visual equipment, and bountiful instructional supplies. The heart of the project is the instructional strategies course. Through this course, preservice teachers discover, observe, study, and test a wide variety of educational innovations and approaches. Since groups of student teachers are placed in these sites, peer interaction and support is particularly strong in the Suburban Project. Public school personnel and university faculty form teams which provide intensive supervision and continuous support for the student teacher. Increased feedback from supervisors and peers helps student teachers evaluate and modify their use of varied teaching techniques. This project offers the opportunity to be a part of high quality suburban education.

URBAN STUDENT TEACHING/SOCIAL SERVICE AGENCY PROJECT

The Urban Student Teaching/Social Service Agency Project is a full-semester teaching and community agency internship experience designed for those who would like to experience inner city culture, conditions, and aspirations. This project requires mature, socially sensitive students willing to work closely with black and white youth, parents, and organizations. It is especially appropriate for anyone who intends to seek employment in large cities, since employers in large urban centers want teacher candidates who have had <u>urban experience</u>.

Participants join the staffs in Indianapolis neighborhood service agencies for five weeks of exposure to programs concerning food stamps, medical care, legal rights, adult education, housing and employment. Next, twelve week student teaching placements in multicultural Indianapolis public schools are made. In addition to student teaching, each participant takes a course especially concerned with community agency missions, school board meetings, urban conditions, and values. Involvement in adult education can be included.

Local Indianapolis coordinators with inner city agency and school experience work closely with the participants in a supportive and instructional capacity. Peer interaction between student teachers in the project is plentiful, supportive, and informative. The project staff annually makes many extra efforts to assist project graduates to secure employment. This project provides a unique opportunity to test teaching skills, personality, and ability to relate in culturally pluralistic ways.

JUNIOR HIGH-MIDDLE SCHOOL ENDORSEMENT

The junior high-middle school endorsement provides courses and training for those students preparing to teach in grades 6, 7, 8, and 9 and leads to the junior high school teacher certificate or the junior high school endorsement for elementary or secondary majors. Student choices of subject matter areas are made in cooperation with their advisors to insure combinations of subjects which are practical in terms of junior high school and middle school programs of study.

ALTERNATIVE SCHOOLS TEACHER EDUCATION PROGRAM

The Alternative Schools Teacher Education Program is designed for students who want to teach in a more flexible setting than that found in the typical public school. It is available for graduate students and a limited number of undergraduates.

The program offers a M.S. degree in secondary education with an emphasis on alternative public schools, and is built around a year-long paid teaching internship in an alternative public school. Internships are available in free schools, open schools, schools-without-walls, schools within schools, learning centers, continuation schools, and multicultural schools. These schools are located in Utah, California, Washington, Wisconsin, Michigan, Indiana, Kentucky and Tennessee. Interns work for a year at half salary (approximately $4,000-$4,500) while earning graduate credit. On-campus work features special alternative school workshops, seminars, independent reading and research, and graduate courses in secondary education.

At the undergraduate level, the program consists of special sections of S485 (a course required for certification) that focus on alternative public schools, and opportunities to student teach in an alternative public school. Most student teaching situations are combined with one of the year-long paid teaching internships in an alternative school.

The program received a Distinguished Achievement Award from the American Association of Colleges for Teacher Education and program graduates have been 100% successful in securing employment.

APPENDIX

C

"Description of Evaluation Activities"

Introduction

As part of the Institutional Grant a service-oriented Evaluation Center was established to provide evaluation help to the various program/projects and faculty within the Division of Teacher Education (DTE). The importance of systematically looking at and studying the impact of the Grant on teacher education was recognized by the Planning Team for the Grant. Consequently, the need for evaluation was given significant emphasis with the formation of an Evaluation Team that had the "...responsibility for evaluation of the effects of the Grant program as a whole, and the design of evaluation systems for operational programs and projects... [as well as] provide inputs to the Executive Director and program teams as required." (Proposed for the Institutional Grant, 1972).

The purpose of this section is to describe the functions of the Evaluation Team as originally outlined, and to describe the accomplishments or undertakings of the Team during the life of the Institutional Grant.

Functions of the Evaluation Team

As stated in "Planning Paper #1 for the Evaluation Unit" (Roger Farr, September 13, 1971) the "evaluation segment of the Institutional Grant has as its prime goal providing appropriate, timely, and useable information to project decision makers.". Evaluation was viewed as decision-oriented--that is, providing information to aid in decision-making. The Evaluation Team saw program decisions as being of four types: planning (context); structuring (input); implementing (process); and recycling decisions (product) with different information required for the different types of decisions. This framework was borrowed from the CIPP model for evaluation developed by Dr. Daniel Stufflebeam at Ohio State University.

Additionally, the Team categorized program decisions into three separate, but overlapping groups. Level I decisions included project and center decision-makers; level II decisions involved the administration of the Institutional Grant and the Division of Teacher Education; and decisions at level III included decision-makers in the U.S. Office of Education and the Dean's Office of the School of Education.

The Evaluation Team was first responsible to the Director of DTE, Dr. Leo Fay, and through him to the policy board. Responsibility at the level I, or individual projects level, did not include planning or conducting individual evaluations for each project. Instead the Team was to provide assistance to projects in their evaluation efforts, as well as planning for and collecting needed information about each project as part of the evaluation of the entire Grant program.

The primary functions of the Evaluation Team at the outset included providing planners and decision-makers with relevant information, and reviewing the evaluation plans of newly developed projects. The latter process included: (1) determining the relevance of evaluation plans, (2) providing advice for developing evaluation plans, and (3) auditing the implementation of evaluation plans.

In addition to providing information to decision-makers and assisting in project evaluation plans, the Evaluation Team provided services such as data analysis and collection, computer assistance, and instrumental development. The Evaluation Center under the direction of Dr. Roger Farr, and later Dr. Robert Wolf, consisted of an average of four graduate assistants each year who had background and knowledge in various evaluation type activities. Besides the director, one or two additional faculty members were also associated with the Team each year.

The purpose and functions of the Team remained basically the same over the four years of the Grant. However, the emphasis placed on functions of the Team shifted as information needs and decision needs changed. As fewer new programs came into existence the need to review evaluation plans diminished. Throughout the Grant, however, the Team devoted a large part of its energies assisting projects with the implementation of their evaluation plans, as well as providing information to administrators of the Division. The last two years of the Grant saw an increased emphasis on division-level evaluation of the effects of the Grant as a whole.

Accomplishments of the Evaluation Team

Over the last four years the Evaluation Team has undertaken a wide variety of activities. These activities have primarily involved program-related tasks (level I) and decision-making and evaluation tasks at the division level (level II).

During the planning and early stages of the Grant the Evaluation Team assisted the Conceptualization Center with decisions on which programs to award development grants to, and subsequently aiding those programs with evaluation design and implementation strategies. During the first year of the Institutional Grant (1972-73) the Team largely continued in assisting projects with designing their evaluation plans.

The Team developed evaluation guidelines for programs and centers, providing them with materials containing ideas about constructing, implementing and evaluating their evaluation designs. In keeping with the center's function, it did not do the work for the projects and centers, but rather the Team provided them with assistance and support. Some supportive materials included an Evaluation Design Criteria paper that gave projects and centers some basis for judging and improving their designs. The Evaluation Team also provided projects and centers with reference materials relevant to teacher education evaluation, such as *Mirrors for Behavior* and *Measurement of Social and Psychological Attitudes*, and information on data collection systems like optical scanning, etc. Additionally, the Team assisted project and center directors with locating and training evaluators.

As a means of keeping on top of the projects and centers implementation of their evaluation plans the Evaluation Team requested bi-weekly implementation feedback from them indicating their progress, any problems they had, or assistance they needed.

To further help programs and centers carry out their evaluation responsibility the Team prepared a paper on "Suggested Measurement for Competencies in Institutional Grant Projects." This report was based on a review of Institutional Grant Projects' evaluation designs and proposals. Its major intended purpose was to help projects look at what their specific competencies were and suggested ways these competencies could be measured.

All these activities by the Evaluation Team, during the early months of the Grant, were aimed at supporting the projects and centers in designing and implementing their initial evaluation attempts. Most projects and centers did submit evaluation designs to the Evaluation Center.

During the remaining years of the Grant the Team was primarily concerned with assisting programs and centers in implementing their evaluations. Several methods were employed in providing such assistance. Graduate assistants and faculty on the Team consulted with project and center directors regarding their evaluation, i.e., problems and/or assistance. Team members would not only wait until contacted by projects and centers about a problem, but they also reminded the directors regularly by telephone and memos that the Evaluation Team was available to help them. Additionally, the Team sent out new guidelines at the beginning of each year for project evaluation plans. Implementation notes were sent to project directors monthly to audit progress and determine if the Team could be of assistance, and outlines for final evaluation reports were sent out at the end of each academic year.

Team members would develop instruments, or suggest instruments for possible use by projects and centers. If it was felt that assistance outside of a project was needed for a particular type of evaluation activity (i.e., interviewing, telephone surveys, etc.) the Team would actually conduct it. The Team also had reference material and instruments on file that directors could refer to for ideas.

The Team also provided expertise in the areas of computer assistance and data analysis. At least one graduate assistant on the Team each year had a thorough knowledge of computer operations and data analytic schemes. A number of projects generally took advantage of this help to quantify and statistically analyze their evaluation findings. The Team also had the financial resources to provide projects and centers with computer time and key punching.

Seminars were conducted periodically by Team members on evaluation issues, or on particular evaluation techniques, i.e., implementing longitudinal studies and/or follow-up studies. These seminars were usually attended by a small group of interested people and generally proved worthwhile for everyone involved.

An additional activity undertaken by the Team at the project level was an external, independent evaluation of one of the projects--the Alternative Schools program. During the year 1973-74 the Evaluation Team, with consent of the Alternative Schools project, conducted its own formative evaluation of the project. The purpose was to provide additional in-depth

information. The Team originally planned to evaluate more than one program in this manner, but mistrust of evaluation by one project, as well as time and financial constraints, prevented more extensive evaluation by the Team.

Division level evaluation by the Team consisted of two, sometimes overlapping activities: (1) to provide administrators with information with which to make decisions, and;(2) to evaluate the effects of the Division and Grant as a whole.

A data bank was established by the Evaluation Team in 1972 containing demographic information on both DTE personnel and students. The purpose of the data bank was to enhance the information collection effort by allowing random samples to be drawn whenever instruments were to be administered. Also, the data bank was felt to be useful to any DTE office or project/center for informational or decision-making purposes.

In 1973-74, a more extensive information system was established by a graduate assistant on the Team. This system included DTE faculty data file, DTE workload file, Division of Instruction and Curriculum (I & C) workload, combined DTE and I & C workload file, and student information. The information was primarily useful to Division level decision makers. In 1974-75 a more detailed faculty workload study was undertaken by the Team. This workload information was collected for the purpose of evolving into a School of Education faculty workload information file, and had more far reaching decision making potential than the previous information system which was limited to DTE and I & C faculty.

There were still other activities undertaken by the Team that were primarily informational including conducting an inservice education needs assessment and gathering program profile data for the School of Education. During 1974-75 the Evaluation Team surveyed Indianapolis-area teachers and administrators with regard to their inservice needs. The survey and subsequent face-to-face meeting with a group of respondents was undertaken to provide DTE administrators with information on possible inservice programs. It was anticipated that this study could lead to relevant inservice education, where the university and school districts would cooperate for mutual benefit. Finally, the School of Education, in an effort to better understand the different programs within the School, enlisted the Team to gather data from DTE programs and projects concerning the quality of their programs.

Additionally, the Team designed an evaluation plan for the Division. Thirty-one level II questions were identified, along with data collection procedures. In-depth study of these many questions, however, was determined to be impossible. Crucial questions were, therefore, picked out for more in-depth, fruitful analysis. This design served to guide a number of future Division level evaluation activities.

The Team prepared a report in November, 1972, on "Information Relative to Project and Center Goals and Objectives." This paper was based on information collected from project directors and program planners as to how they saw institutional goals and objectives in relation to each project and center. In other words, the report provided information on

(1) which institutional goals and objectives program directors saw relevant to their program, either as stated originally in the Grant or with certain modifications, and (2) additional goals and objectives that programs saw important to their program, but were not stated in the Grant.

During 1972-73, a process evaluation, or an evaluation of how the Grant was operating and being implemented, was undertaken by the Evaluation Team. A random sample of DTE faculty were interviewed to determine if the Institutional Grant had constructively improved teacher education. Generally faculty were positive toward the Grant and offered some useful criticisms or recommendations for program alteration.

Dr. Judy Doerann George, a faculty member on the Team, carried out a study in 1973-74, entitled "Teacher Education Objectives Study." The report surveyed opinions of faculty and students regarding sixteen objectives of teacher education at Indiana University. This was part of a Division-level product evaluation. Findings included generally positive reactions by faculty members to the objectives, although some faculty indicated a discrepancy between the objectives and actual Divisional activities. Students also felt generally favorable toward the objectives, although they did feel that many objectives were not expressive of current educational concerns.

Another Division level product evaluation was undertaken by the Team in early 1974. This was a faculty evaluation of DTE Services and Organization. The evaluation indicated that DTE faculty felt positive about services provided by the Division, the organization of the Division, and involvement of faculty in DTE. However, it was discovered that only 22% of the faculty felt involved with established Division priorities.

A yearly effort of the Evaluation Team, which served to inform Division level administrators as well as provide evaluation data on the Grant, involved the preparation of Project and Center Evaluation Summaries. Each project and center was expected to turn in an evaluation report at the end of each academic year. Each report documented the evaluation activities that the projects or center undertook during the year, and presented their findings and any recommendations or changes they planned on as a result of the evaluation. To provide the Division adminstrators, and other interested individuals, with a more concise and manageable form in which to digest the evaluation data from an average of twenty projects,* the Team compiled short summaries of each evaluation report submitted to the Team. These summaries contained: a list of faculty members and staff connected with the project or center; the number of male and female students in the project; and, information on the type of process/product evaluation undertaken by the project with a brief statement on the findings. Additionally, the summaries presented any dissemination activities the project had been involved in during the year, strengths or weaknesses of the project that the director had reported, and any future plans or

* While there were anywhere from thirty to thirty-four projects and centers in DTE, not all submitted evaluation reports to the Team. Generally this was because the director did not feel it necessary; he/she distrusted evaluation; he/she did not have the time, etc. Some of these problems will be discussed in more depth in the final section of this appendix.

changes anticipated for the project. The summaries, once completed, were duplicated and presented to the Division administrators for their study and information concerning the progress and effects of DTE programs. Also the summaries were available to interested groups of individuals. In fact, during 1972-73, the Evaluation Summaries were printed in the DTE *Forum Series* which has both an internal and external circulation.

Evaluations by the projects and centers varied in their approaches and quality. While some projects undertook simple or basic evaluation activities to meet their needs, other projects carried out more complex and sometimes novel evaluation plans. Neither approach was necessarily "good" or "bad," but they did reflect differences between project needs, or styles, and sometimes differences in committment to or understanding about evaluation. A brief description of some of the types of evaluation activities undertaken by projects and centers during the Institutional Grant will follow below.

Several programs, such as American Indian, Latino, and later Rural Education, undertook extensive evaluations each year utilizing a variety of instruments aimed at a variety of program audiences or groups, i.e., school administrators, student teachers, community agency people, etc. The evaluator(s) used statistical methods of data analysis in many cases also, and evidence was given over the years that program changes were in fact made on the basis of evaluative information. Other programs, like Alternative Schools and Early Childhood Education, relied less heavily on standardized instruments and statistical analyses. Instead" they focused on open-ended discussions, interviews, written logs or letters by students and staff observation and judgments as a means of collecting evaluative information. Here, too, it was evident that program decisions and changes were based on information gained through evaluation. Still other programs like Encore utilized a novel approach of video-taping student teachers in elementary classrooms as a means of self- and teacher-evaluation. While these examples are only a few of the many approaches accomplished by DTE projects over the years, they do suggest the wide differences between the types of activities carried out.

During 1974-75, the Evaluation Team engaged in a large-scale division level evaluation of the effects of the Institutional Grant as a whole. Utilizing the Judicial Evaluation Model, developed by Dr. Robert Wolf, the Evaluation Team conducted an Educational Hearing. A panel of experts from a variety of roles within education were invited to judge and make recommendations on evidence that was presented to them concerning the Division of Teacher Education. This evidence was presented in quasi-legal fashion by a series of witnesses who were questioned by two evaluators. The evaluators, Dr. Wolf and Dr. Farr, represented opposing sides of three major issues that had been identified through interviews and surveys by the Evaluation Team as crucial to the Division. The Hearing which lasted two days, represented a unique method of evaluation and provided Division administrators with some useful and insightful recommendations and information concerning the impact of the Grant.* As a follow

* At the conclusion of this narrative, pertinent papers describing the Hearing are included.

through to the Hearing the Team, on several occasions, during 1975-76, served to facilitate action on recommendations from the panel. Most notably the Team provided leadership in encouraging project directors to engage in more generalizable research on their programs.*

The major level III evaluation activities undertaken, that is activities geared to the U.S.O.E., have included: (1) yearly reporting to the U.S.O.E. program monitor by Dr. Fay, Director of the Division of Teacher Education, concerning progress, problems and evaluation findings. This reporting has largely been in letter form rather than through detailed reports, and (2) this final report to the U.S.O.E. which details the events during the years under the Institutional Grant, insights, problems, and suggestions.

* A report describing some examples of this kind of research also follows this narrative.

SOME PRELIMINARY THOUGHTS ON RESEARCHING TEACHER EDUCATION PROGRAMS IN DTE

Robert L. Wolf
Carol Germann

August, 1975

One of the goals in creating the Division of Teacher Education three years ago was the establishment of an intellectual and organizational environment within the School of Education which was conducive to experimentation in teacher education and the organization of unique teacher education programs. Such activities, it was felt, would serve to upgrade the quality of teacher education by stimulating research and evaluation and encouraging education of teachers to be responsive to growing educational needs and concerns. To a large extent the DTE has fulfilled this goal. Over thirty teacher education programs now exist within the DTE. These programs are varied in purpose and approach and reflect educational concerns like urban education, culturally disadvantaged and early childhood education, to name a few. Additionally the Division requires the evaluation of new programs. Program faculty engage in formative, on-going evaluation of their programs with assistance from the DTE's Evaluation Team. Such formative evaluation activities help to produce better quality programs by providing feedback to program developers and, as a side benefit, questions suitable for research often surface.

Up to the present however evaluation-type activities have tended to take precedence over research activities within the DTE. Nevertheless evaluations have produced information and data rich with researchable questions. Consequently, as a means of encouraging and stimulating further research in and on DTE programs, this paper will pose possible research questions which have emerged from program evaluations.

As mentioned before the programs in DTE are many and varied. These variations can serve as a basis for the exploration of unique research problems on programs. Research questions posed in this paper will reflect some of the unique features of programs. At the same time however there are similarities between programs. To some extent these similarities stem from the same ultimate goal of programs, namely to educate teachers. As a result programs are geared to training teachers at the elementary or secondary level, and generally incorporate some type of student teaching or field experience activities and have an interest in the success of their students in a teaching career. Also some programs within the DTE are organized around similar concerns. For example, several programs train teachers for culturally diverse populations, whether it is American Indians, Latinos or ghetto blacks. Despite these similarities however such programs may have different approaches to training. Conversely there exists programs with similar approaches to training, but which focus on different concerns. Consequently there is overlap or similarity in research problems across some programs. Similar questions across programs however open up added possibilities for research. For one, the researcher can choose to focus on one program, ignoring any similarities of questions across programs, or the researcher can examine a problem that is common across several programs thereby creating a larger data base. Lastly, comparative research can be undertaken exploring how similar programs may differ on variables such as teacher work success.

In sum, the unique features of programs coupled with similarities produces a wealth of possibilities for research on teacher education programs in the DTE. The remainder of this paper is divided into two sections. The first section presents general research questions which are applicable across programs; the second section deals with research questions unique to specific programs.

GENERAL RESEARCH QUESTIONS

The following research problems are derived from program evaluations. The nature of the problems are such that they are relevant to any specific teacher education program within the DTE, to any group of programs or to teacher education in general.

1. Do students who select a special program in the DTE have different characteristics than those students selecting a traditional education program? Specifically, do DTE students differ in personality, motivation, attitude toward teaching, s-e background, counseling or work experience from students in traditional programs?

2. Do certain personal characteristics, such as prior course work, prior work or community experience, attitudes, background, or self-concept correlate with: (1) student success in the program as judged by instructors, supervisors, and peers, or (2) later work success as measured by student attainment, student judgment and professional judgment?

3. Does the criterion used for student selection into a program correlate with the criterion for a successful teacher as utilized by students and professionals?

4. Does the criterion for successful completion of a DTE program, as used by instructors and students, correlate with the criterion for a successful teacher as measured by student judgment and professional judgment?

5. Is there a direct relationship between the criterion used for selection of students into DTE programs and the nature of the training? Specifically, do criteria for selection such as course work, community experience, grade-point average, etc. correlate with aspects of training like intensity of field experience, intensity of classwork, number of required courses, type of training, etc.?

6. Does the training and experience students receive in the special DTE programs prepare them for different roles and responsibilities in school or non-school settings than students in traditional programs as judged by employment records, employer judgment and employee judgment?

7. Do certain types of training (i.e. field-based vs. lab-based, traditional vs. special, etc.) have greater cost benefits (work time, human energy, money) in terms of student attainment and later work success, as measured by student attainment, student judgment and professional judgment?

8. Is there a correlation between the training program or type of training program students participate in (i.e. specific program; traditional vs. special; field-based vs. lab-based,

etc.) and later work success as measured by student attainment, student judgment and professional judgment? Can certain variables, such as program selection criteria, nature of training or type of school students are placed in, account for such a relationship?

9. Is there a relationship between the nature of pre-service field experiences students engage in (i.e. length of field experience, place of experience, types of experience, etc.) and later work success as measured by student attainment, student judgment and professional judgment?

10. Is there a relationship between the nature of the school or environment where a teacher first begins his/her teaching career (i.e. progressive vs. conservative, open vs. closed, ghetto vs. suburban, helpful vs. competitive, etc.) and later work success as measured by student attainment, student judgment and professional judgment?

11. Is there a relationship between size of a program (i.e. enrollment, student-instructor ratio, number of student-instructor personal contacts, etc.) and: (1) student learning; (2) student attitude toward teaching, and (3) later work success as measured by student attainment, student judgment and professional judgment?

12. Do students in the special DTE programs seek and find jobs in their speciality as indicated by employment records? Additionally, is there a demand for these specialities; do employers recognize the special training of the students? Do employers and students see the training as valuable, necessary or as a deterrent? Do students see a demand for their training?

13. Does the training students receive in the special program persist over time? Specifically, do students report training to be beneficial and worthwhile to them in their teaching career? Do students utilize the skills and knowledge of their training in teaching as measured by self-report and professional observation? Is the environment in which students teach conducive to the utilization of their training, that is, were students encouraged/discouraged, accepted/rejected, etc.? Is there evidence that students have influenced or made changes in their school in line with their training?

SPECIFIC RESEARCH QUESTIONS

Research questions in this section largely deal with problems specific to one program within the DTE. In some cases however a research problem may be relevant to two or three programs due to common features of those programs.

Alternative Schools Program

1. Is there evidence, as indicated by expert judgment, professional observation and teacher and student judgment, that different (quantitatively or qualititively) teaching skills and behaviors are necessary in an alternative school than in a traditional school for successful teaching, as measured by student attainment, student judgment, and professional judgment?

2. Are teachers trained in the alternative schools program more successful teachers in alternative schools than traditionally trained teachers in alternative schools as measured by student attainment, student judgment and professional judgment?

3. Are students with internship experience in the Alternative Schools program judged more often to be successful teachers than students without internship experience as measured by student attainment, student judgment and professional judgment?

4. Is there a relationship between where one is placed for internship experience (i.e. type of alternative school, nature of environment, etc.) and later work success as measured by student attainment, student judgment and professional judgment?

American Indian Program

1. Is there evidence, as indicated by expert judgment, professional observation and teacher and student judgment, that different (quantitatively or qualitatively) teaching skills and behaviors are necessary in an American Indian setting than in a traditional school for successful teaching, as measured by student attainment, student judgment and professional judgment?

2. Is there a change in attitude of student teachers toward American Indians as a result of their teaching experience as measured by pre-post attitude questionnaires? Is there evidence that attitude change spreads to other culturally different groups as well? Does the attitude change persist over time? Is there a correlation between attitude toward American Indians and teaching success as measured by student attainment, student judgment and professional judgment?

3. Is there attitude change in the Indian community (parents, school personnel, students, etc.) toward Anglo teachers as a result of contacts as measured by pre-post attitude questionnaire? Is there a correlation between community attitudes toward Anglos and teacher success as measured by student attainment and professional judgment?

4. Is there a correlation between the number and quality (as judged by student teachers and supervisors) of student teacher supervision and critique conferences and: (1) student teacher attitudes toward teaching, and (2) later work success as measured by student attainment, student judgment and professional judgment?

Art Education

1. Is there a correlation between participation in the Self-Instruction in Art Course and: (1) student satisfaction with Art program, (2) student learning, and (3) later work success as measured by student attainment, student judgment and professional judgment.

Block Program

1. Does the Block program create a "feeling of togetherness" in participants as measured by student judgment, instructor judgment, number of joint activities, etc.? Does this feeling correlate with: (1) student satisfaction, (2) student learning, (3) attitudes toward teaching, and (4) later work success as measured by student attainment, student judgment and professional judgment?

Communication Skills Program

1. Is there a relationship between the number and quality (as judged by students and instructors) of student-instructor personal contacts and: (1) student attitudes toward teaching, and (2) later work success as measured by student attainment, student judgment and professional judgment?

2. Is there evidence (i.e. faculty judgment, student judgment, observation, etc.) that involvement of both Arts and Science and Education faculty in the Communication Skills program effects: (1) student learning, (2) student satisfaction with the program, (3) student attitudes toward teaching, and (4) later work success as measured by student attainment, student judgment and professional judgment?

Early Childhood Program

1. Is there a correlation between student practicum experience in the home or nursery and: (1) success in student teaching as measured by instructor, supervisor and student teacher judgment, and (2) later work success as measured by student attainment, student judgment and professional judgment?

2. Do students develop a greater self-awareness, as measured by self-report and instructor judgment, as a result of program

experiences? Is there a correlation between greater self-awareness and later work success as measured by student attainment, student judgment and professional judgment?

3. Are students who are trained in the Early Childhood program more successful early childhood teachers than traditionally trained elementary school teachers as measured by student attainment, student judgment and professional judgment?

4. Is there a correlation between parent ratings of students and: (1) success in student teaching as measured by instructor, supervisor and student teacher judgment, and (2) later work success as measured by student attainment, student judgment, and professional judgment?

Encore Extended Program

1. Is there a correlation between student involvement in faculty teams and: (1) student satisfaction with student teaching, (2) student learning, (3) student success in student teaching as measured by instructor, supervisor and student teacher judgment, and (4) later work success as measured by student attainment, student judgment and professional judgment?

2. Do professional behaviors, as specified by program goals, of Encore program persist over time in the teaching by Encore graduates, as measured by professional observation and judgment and self-report? More specifically, do the open classroom techniques which Encore students are trained in persist during their professional careers?

3. Is there a correlation between student's expressed confidence in their ability to perform specified tasks and professional observation and judgment of their ability to perform the tasks?

English Team

1. Is there evidence (i.e. faculty judgment, student judgment and professional observation) that involvement of both Arts and Science and Education faculty in the English Team program effects (1) student learning, (2) student satisfaction with program, (3) student attitudes toward teaching and (4) later work success as measured by student attainment, student judgment and professional judgment?

2. Are students of the English Team program better prepared to teach English, speech, etc. than students in traditional English programs as measured by professional observation and judgment and self-report? Are English team students rated as more successful teachers than traditionally trained teachers as measured by student attainment, student judgment and professional judgment?

Foreign Language

1. Are students of the Foreign Language Program rated as more successful foreign language teachers than traditionally trained teachers as measured by student attainment, student judgment and professional judgment?

Journalism Program

1. Are students of the Journalism Program rated as more successful journalism teachers than traditionally trained teachers as measured by student attainment, student judgment and professional judgment?

Lab-based Social Studies

1. Are students in the Lab-based Program as successful in student teaching and later work as Field-based Program students as measured by student attainment, student judgment and professional judgment?

2. Do behaviors and skills taught in the Lab-based program exhibit themselves in: (1) student teacher behavior as measured by self-report and professional observation, and (2) in later work as measured by self-report, professional observation and peer report?

Latino Project

1. Is there a correlation between student involvement in the community and: (1) attitude change toward Latinos, (2) attitudes toward teaching, and (3) later work success as measured by student attainment, student judgment, and professional judgment?

2. Is there a change in attitude of student teachers toward Latinos as a result of their teaching experience as measured by a pre-post attitude questionnaire? Does this attitude change persist over time? Is there a correlation between attitudes toward Latinos and teaching success as measured by student attainment, student judgment and professional judgment?

3. Is there attitude change in the Latino community (parents, school personnel, students, etc.) toward Anglo student teachers as a result of contacts as measured by a pre-post attitude questionnaire? Is there a correlation between community attitude toward Anglo and teaching success as measured by student attainment and professional judgment?

4. Is there a correlation between the number and quality (as judged by student teachers and supervisor) of student teacher supervision and critique conferences and: (1) student teacher attitudes toward teaching, and (2) later work success as measured by student attainment, student judgment and professional judgment?

Mathematics Methods Program

1. Does the laboratory-based approach differ substantially from field-based experience in terms of: (1) student learning, (2) student behavior or skills exhibited as measured by professional observation, and (3) later work success as measured by student attainment, student judgment and professional judgment?

2. Do the behaviors, skills and strategies learned in the program persist in later (teaching) work as judged by professional observations and self-report?

Mildly Handicapped

1. Is there evidence of attitude change in students toward emotionally disturbed children, mentally retarded children and normal children as a result of experiences in program?

2. Are students trained in the mildly handicapped program more successful in teaching mildly handicapped children than traditionally trained teachers as measured by student attainment, student judgment and professional judgment?

Multicultural Program

1. Is there evidence of attitude change in students toward multicultural groups as a result of their "sensitizing" experiences as measured by pre-post attitude questionnaire?

2. Is there evidence (i.e. self-report, professional observation, controlled experiments) that three levels of sensitizing experiences are necessary for: (1) student learning, and (2) later work success as measured by student attainment, student judgment and professional judgment? Are exploratory and/or developmental experiences necessary pre-requisites to successful intensive experiences and later work success?

3. Do experiences and knowledge students gain in the rural areas differ from those gained by students in the Rural Education program as measured by self-report, professional observation and judgment? Are students in the Multicultural program rated as more successful teachers than: (1) rural education teachers, or (2) traditionally trained teachers as measured by student attainment, student judgment and professional judgment?

4. Are there observable differences (as measured by professional observation and judgment) between traditionally trained teachers and teachers trained in the Multicultural program in their skills and behaviors in a multicultural setting; in a suburban setting?

5. Is there evidence that students trained in the Multicultural program have an impact on the multicultural community by developing and utilizing competencies as measured by self-report, professional observation, employer judgment, etc., to help alleviate some of the education and social problems of children in depressed areas?

Rural Education

1. Is there a correlation between student work experience in a community agency and: (1) attitudes toward underprivileged, (2) attitudes toward teaching, and (3) later work success as measured by student attainment, student judgment and professional judgment?

2. Are students trained in the Rural Education program more successful and better adjusted teaching in a rural setting than traditionally trained teachers as measured by student attainment, student judgment, professional judgment and self-report?

3. Is there evidence (i.e. self-report, peer report, administration report) that students in the Rural Education program have an impact on the rural school system in terms of assisting in the introduction of new curricula and teaching techniques during student teaching and permanent teaching?

4. Is there a correlation between the number and quality (as judged by student teachers and supervisor) of student teacher supervision and critique conferences and: (1) student teacher attitudes toward teaching, and (2) later work success as measured by student attainment, student judgment and professional judgment?

Secondary School Math

1. Is there a relationship between student teacher and classroom teacher contacts prior to student teaching and: (1) student success and satisfaction in student teaching as measured by supervisory teacher, student teacher and students' judgment, (2) later work success as measured by student attainment, student judgment and professional judgment, and (3) students attitudes toward teaching and student teaching?

Secondary Science Teacher Preparation Program

1. Do students' attitudes toward teaching, teaching science and junior high students change as a result of the program as measured by pre-post attitude questionnaires, as measured by supervisor, student?

2. Do pre-student teaching field experiences correlate with: (1) student teaching success as measured by instructor and supervisor judgment, (2) student attitudes toward teaching, and (3) later work success as measured by student attainment, student judgment and professional judgment?

3. Is there a correlation between classroom teacher ratings and comments of student teachers and: (1) students attitudes toward teaching, (2) success in student teaching, and (3) success in later work as measured by student attainment, student judgment and professional judgment?

Severely Handicapped Program

1. Is there a correlation between pre-student teaching practicum experiences and: (1) student teaching success, (2) student attitudes toward teaching severely handicapped children, and (3) later work success as measured by student attainment, student judgment and professional judgment?

2. Is there a correlation between student self-evaluation of their competence in specific areas and professional observer's ratings of their competencies?

3. What skills are viewed as appropriate for effective functioning as a teacher of the handicapped by students, faculty, and classroom teachers? Is there a correlation between role groups on what skills are appropriate for teaching the handicapped?

Site Cluster

1. Is there a correlation between length of student teaching experience (e.g. 8 weeks, 16 weeks) and later work success as measured by student attainment, student judgment and professional judgment?

2. Is there a relationship between the number and quality of supervision student teachers receive and: (1) their success in student teaching as measured by supervisors, student teachers and students, (2) success in later work, and (3) attitude toward teaching as measured by student attainment, student judgment and professional judgment?

3. Is there a correlation between work experience in a community agency and: (1) attitudes toward underprivileged, (2) attitudes toward teaching and the teaching profession, and (3) later work success as measured by student attainment, student judgment, and professional judgment?

As an illustration of a project that might evolve from the previous questions, a research design is presented below. It is only a brief example and is not meant to capture all the complexities of a full-fledged research effort.

RESEARCH DESIGN EXAMPLE

Question: Is there a correlation between the number and quality (as judged by student teachers and supervisors) of student teacher supervision and critique conferences and: (1) student attitudes toward teaching, and (2) later work success as measured by student attainment, student judgment and professional judgment? (This is Question #4, American Indian Program)

Sample: The above question is relevant to the American Indian program, as well as the Latino and Rural Education programs. All three incorporate formal supervisor observation of student teachers and critique conferences into their programs. For this reason, and in order to increase the data base, students and supervisors from the three DTE programs will be included in the study. However, only those students in the programs engaging in student teaching will be relevant to the study.

The table on the following page illustrates the information which needs to be collected, the method and source of data collection and when it should be gathered in order to conduct the study. Additionally, suggested data analysis procedures are mentioned.

Conclusion

The purpose of this paper, as stated in the introduction, is to stimulate and encourage research on teacher education. The opportunity within the DTE for such research is plentiful. Broad based, generalizable, research opportunities, as well as specific and unique research problems exist among the many and varied teacher education activities of DTE. Besides opportunity, however, there is also a great need for teacher education research. The evaluation activities within the DTE over the past few years have provided a basis or beginning for research activities, and this paper has elaborated and expanded on these beginnings. What is needed now, is the interest and involvement of faculty and graduate students in doing serious teacher education research.

Research Questions	Source of Information	Methods of Collecting Information	When information is Collected	Analysis of Data
1. How often do supervisors formally observe their student teachers?	Students and supervisors of three DTE programs	Observation reports	During student teaching	
2. How often do supervisors hold a critique conference with student teachers?	Students and supervisors of three DTE programs	Observation reports	During student teaching	
3. How do students rate the quality of the critique conferences and supervision?	Student and supervisors of three DTE programs	Student Rating Form	Following each critique conference and supervision	
4. How do supervisors rate the quality of the critique conferences and supervision?	Student and supervisors of three DTE programs	Supervisor Rating Form	Following each critique conference and supervision	
5. What are student teacher attitudes toward teaching before and immediately after student teaching experience?	Students of three DTE programs	Attitude Questionnaire	Before and immediately after student teaching experience	Correlation with data from Q.#1-4 controlling for attitudes before student teaching
6. How are these student teachers rated in terms of teacher success after one year of regular teaching duties?	Students of three DTE programs who have acquired teaching positions	Classroom Student Attainment Scores, Student Judgment Form of Teacher, Professional Judgment Form of Teacher	Following one year of student teachers regular teaching duties	Correlation with data from Q.#1-4 Correlation with data from Q.#5

Planning An Educational Hearing

For The

Division of Teacher Education

Draft--February 27, 1975

Select Distribution Only

Robert L. Wolf

The Rationale

The purpose of this document is to briefly discuss the evaluation design for assessing the impact of the Division of Teacher Education (DTE) now that the three year Institutional Grant is expiring. (This grant provided federal money to create and implement a plan for new program development in teacher education.)

The grant was originally sought in response to the growing recognition (in 1971) that the American public schools were not serving the needs of all pupils, or responding to the needs of the communities they served. The plan, aimed at ameliorating these problems, was designed to involve Indiana University in a partnership with communities and local educational agencies in reforming teacher education and subsequently teacher behavior in schools. Specifically, the plan was aimed at up-grading the priority assigned to teacher education within the institution, stimulating greater interaction with the public schools as part of the teacher education experience, developing a wider range of strategies, tactics, and materials having a cumulative effect on teacher education developments, and developing theories about teacher preparation based on varied innovation and experiments. To say the least, the intentions were broad and encompassing.

The time has come to synthesize the lessons to be learned, to develop understanding of the aspects that worked and those that did not, and most of all, to inform decisions and planning regarding the future direction of teacher education at Indiana University. It is essential that a broad evaluation perspective be brought to bear on this important task. Within the past ten years educational evaluation has become increasingly utilized to provide information for analyzing educational alternatives and directing the decision-making process. Yet, in most instances the information provided has not been sufficient to totally meet this increased responsibility. At the same time, decision making groups in education have often failed to use systematic processes for reaching decisions. Judgments are often based on less than complete evidence. Seldom is a free inquiry into all aspects of the potential alternatives made prior to issuing a decision. At the present time, some educational administrators and educational evaluators are searching for more systematic fact-finding processes.

One such process is the judicial evaluation model (Wolf, 1973, 1974, 1975). This approach adapts and modifies certain procedures from both jury trials and administrative hearings in the field of law. The intents are to develop a clear set of issues upon which to focus the inquiry, to rely more on human testimony than other evaluation approaches do, to present a balanced view of the evidence by employing two evaluation teams exploring the different sides of the issues, and finally, to structure the deliberations of the decision making group. The forum for carrying out such procedures is an educational hearing. The hearing is not intended to totally replace existing designs for the collection and analysis of evaluation evidence, but rather to provide a more effective way of adequately presenting balanced factual data. At present, many of the assumptions, rationales, methods of data collection and analyses of evaluation reports are allowed to pass unchallenged. The judicial approach provides for the structured consideration of alternative arguments and inferences to keep the evaluation both intellectually honest and fair. Unlike true adversary

proceedings in the law where the object is presumably to win, educational hearings are aimed at producing broad program understanding, exploring the complexity of educational issues, and keeping at least two sides of the truth alive.

Planning the DTE Hearing

The initial planning resulted in identifying four major stages: the issue generation stage; the issue selection stage; the preparation of arguments stage (collection of testimony evidence, the synthesis of prior evaluation data, etc.); and finally, the Hearing stage.

Briefly, the issue generation stage was designed to identify a broad range of issues relating to the evaluation of DTE as perceived by DTE faculty, administrators, students, faculty outside DTE, teacher educators at other institutions and agencies, and individuals from the funding agency itself. A series of initial fact-finding interviews have already been conducted with a sample of the above stated groups (twenty-six interviews in all) and over thirty potential issues have been identified.

Stage two, the issue selection stage, involves the process of delimiting the number of issues to a manageable size for the Hearing. A survey instrument has been developed and sent out to faculty, students, and administrators in the School of Education at Indiana University. The purpose of this survey is to establish a priority rating of the issues, or at least a consensus over the most important ones. Every respondent was asked to rate each one of the issues that emerged during the preliminary interviews as to their importance. Respondents will also have the opportunity to raise other issues of importance if they have been overlooked in the original issue sample. Once the survey data is analyzed and the number of issues has been reduced, the final list will be scrutinized by a special review panel. This panel has already been appointed and represents a cross-section of faculty, students, and administrators within the division. Their function is to recheck the issues for both relevancy and materiality, and to finalize them in written form.

Stage three involves the preparation of formal arguments by each evaluation team. The first step in this process is to identify specific points of contention around which each team will base their respective arguments. In the hope that this kind of evaluation process will lead to informed recommendations about future directions in teacher education, the points of contention will focus on tentative courses of action. These tentative courses of action will be based on DTE evaluations already completed and on the preliminary interviews conducted as part of the Hearing process. These points can be altered by the mutual consent of both teams as they build their respective arguments and collect additional data as needed. One team will have the responsibility to argue for maintaining or extending courses of action already undertaken by the DTE. The other team will be responsible for arguing in support of new alternatives. The arguments will stem from evaluative data that address the strengths and weaknesses of the DTE in relationship to the finalized list of issues. Inclusive in this process is the taking of depositions (formal pre-hearing interviews) from witnesses involved in or affected by the various teacher

education alternatives. "Expert" witnesses from other institutions or other divisions of Indiana University, can be identified, however, interviewed, and called to testify if their testimony is relevant to the issues under consideration. Obviously, each team will select witnesses who can help support their respective arguments. In addition to interviewing prospective witnesses, appropriate evaluations that have focused on the DTE or specific programs within it, or are relevant to it, will be studied and used by each team in preparing final arguments. Such evaluations, where relevant, will be provided to the hearing panel as useful documentary evidence. The division has enjoyed a robust evaluation in the past, and these prior efforts will be extremely useful as the teams prepare for the Hearing.

Stage four is the Hearing itself, scheduled for May 2nd and 3rd, 1975. In addition to the actual Hearing, this stage also involved pre-Hearing sessions (the analog to Discovery Proceedings in the Law) where each team will review their arguments for one another, and in conjunction with the Hearing Officer develop the rules and procedures for the Hearing. Such rules and procedures include the number of witnesses to be called, the scope of cross-examination, criteria for determining the admissibility of evidence (relevancy, etc.), preparing instructions for the Hearing Panel, and finally, drafting of specific questions that the Hearing Panel must address and respond to during their deliberations. The Hearing will involve three separate sessions for presenting evidence and arguments, and one session for panel deliberations. The following is a tentative schedule for the Hearing:

Session I Friday, May 2nd

9:00 a.m.	Hearing Officer Addresses Evaluation Teams and Hearing Panel regarding rules, etc.
9:15 a.m.	Opening Arguments by Each Team
9:45 a.m.	Testimony Begins
10:30 a.m.	Break
10:45 a.m.	Testimony Resumes
12:00	Lunch Recess

Session II Friday, May 2nd

2:00 p.m.	Testimony Resumes
3:15 p.m.	Break
3:30 p.m.	Testimony Resumes
4:45 p.m.	Recess

Session III Saturday, May 3rd

9:00 a.m.	Hearing Officer meets with Hearing Panel-- Questions are provided by Panel members (points of clarification, etc.)
9:30 a.m.	Hearing Officer meets with Evaluation Teams-- Briefing on points of clarification
10:00 a.m.	Testimony Resumes
11:15 a.m.	Break
11:30 a.m.	Testimony Resumes
12:00	Summary Arguments
12:30	Recess for Lunch

Session IV Saturday, May 3rd

2:00 p.m.	Instructions to Hearing Panel, including the presentation of questions to which they must respond
2:30 p.m.	Panel Deliberations
4:30 p.m.	Deliberations End
5:00 p.m.	Hearing Completed

The Hearing will involve the following participants: a Hearing Officer, two evaluation teams; A Hearing Panel, a Panel Facilitator, witnesses, a production crew for videotaping the proceedings, and an external evaluator. The various roles of these participants will each be briefly described.

Hearing Officer

In addition to working with the evaluation teams in developing the rules and procedures for the Hearing, the Hearing Officer must control the flow of events at the Hearing. The task is not just one of management, however. The Hearing Officer is responsible for helping the Hearing Panel judge the adequacy of the evidence presented, clarify points of contention, transmit questions to the evaluation teams that the panel has generated, and rule on objections to questions during the course of witness examination. Additionally, after all the evidence has been presented, the Hearing Officer must help the Panel in its deliberations by summarizing instructions offered throughout the course of the proceeding, clarify the Panel's responsibility, and making sure they understand the questions put to them. The Hearing Officer will also keep the proceedings on schedule, and open and close the sessions with appropriate comments.

The Evaluation Teams

Two evaluation teams have been selected and each will be headed by a faculty member familiar with the judicial approach described herein. The teams will be comprised of members of the DTE evaluation unit and several other graduate students specially recruited for the task. Each team, as stated, will build arguments that reflect potential courses of action. One team will focus more on what the DTE has accomplished, hence, supporting the actions that have been undertaken. The other team will concern itself more with new courses of action that emerge through an assessment of what has not occurred. Both teams will of course have responsibility for challenging each other's arguments and cross-examining each other's witnesses. It is hoped that through employing two evaluation teams a fuller context of understanding about the program in question would evolve. Each side, in the process of building its argument, would secure a wide range of facts and opinions that would potentially clarify the issues, lead to a more informed judgment regarding the program's worth, and produce more sensible recommendations about future directions of teacher education.

The Hearing Panel

The Hearing Panel will be comprised of persons involved in or interested in teacher education but not necessarily affiliated with the DTE. The Panel's function is to consider the evidence, both oral testimony presented at the Hearing, and written evidence (evaluation documents, depositions, descriptive data about DTE, etc.) provided prior to the Hearing, and to make recommendations concerning teacher education at Indiana University based on its understanding of the evidence at hand. After the allotted deliberation session, the Panel will issue a tentative oral statement, but the final recommendations will be in written form in response to the questions put forth to them by the Hearing Officer. (Minority reports will be encouraged.)

Specific persons have been identified and have agreed to serve on the Hearing Panel. The group composition is currently as follows (several other individuals are still being sought):

-Executive Director of the Educational Professional Development Group in the U.S. Office of Education

-Project Officer in the U.S. Office of Education

-Dean of the School of Education at Ball State University

-Faculty Member in Teacher Education at Purdue University

-Chairman of Teacher Education Department at the University of Illinois

-Director of Teacher Certification in the Indiana Department of Public Instruction

-Graduate Student in Education at Indiana University

-Two Faculty Members in Education at Indiana University

-Editor of the Phi Delta Kappa Organization (Honorary Organization in Education)

-Member of the local School Board

Panel Liaison Specialist

The Panel Liaison Specialist is also a person familiar with the judicial approach and whose function is to help the Hearing Panel carry out their responsibilities. Principally, the role involves clarifying points of confusion during the deliberation period, and aiding in the responses the Panel must make to the questions put to them by the Hearing Officer. Additionally, this person will be able to raise questions with the Hearing Officer that reflect concerns the Panel has during the course of the Hearing. This clarification role also includes helping the Panel weigh the evidence, and in essence, it is an extension of the Hearing Officer's function provided for the Panel exclusively.

Witnesses

As stated, the witnesses will be mostly comprised of persons who have been directly involved in DTE, although other types of witnesses may be called. More witnesses will be screened and interviewed than will testify.

Production Team

The Department of Radio and Television at Indiana University has agreed to handle the production responsibilities, which will include at the very least a videotape documentation of the entire proceeding, the Hearing Panel deliberation notwithstanding. It has not yet been determined whether those deliberations will be videotaped, but an audio transcript will definitely be available. In addition to a complete documentation, the production staff will also produce a composite tape for possible distribution through Public Broadcast Television. Other tapes will be made for dissemination purposes.

External Evaluator

An external evaluator from the University of Illinois has been selected on the basis of his experiences in evaluating another similar Hearing. The evaluator's function is to determine the impact and effectiveness of this approach as an evaluation paradigm. Some of the general questions that will be explored are as follows:

1. Did the Hearing deal with significant issues?

   a. What was the process utilized in deriving the issues?
   b. Was that process cognizant of the interests of the audience?
   c. After it was all said and done did the selected issue seem as significant as it was anticipated to be?

2. Did the Hearing clarify the issue for those concerned (audience, Hearing Panel)?

   a. Did any obtain new insights into the elements, situations?
   b. Did any have "suspicions" confirmed as to the elements, situation?

3. Was the Hearing and investigation conducted in such a way as to obtain the best available evidence?

   a. Were data selected and treated appropriately?
   b. Were important data overlooked?
   c. Were witnesses the best available? Were significant witnesses not willing to participate?

4. Were ethical concerns taken into account?

   a. Timeliness
   b. Confidentiality
   c. Fairness

Additionally, one of the doctoral students on the DTE evaluation unit who will be involved in the Hearing, will be engaging in a participant observation study as part of his docotral dissertation research.

An Illustration

To add clarity to this plan a brief illustration will be provided which will explicate what will be accomplished at the Hearing. It is presumed that stages one through three are self-explanatory.

Let us suppose that one of the issues explored at the Hearing is the value of field based programs. One evaluation team will be responsible for building an argument in support of field based training. The other will be responsible for demonstrating the problems with field based programs and presenting evidence in support of other types of training modes.

To carry this example further, the team supporting the current DTE field based programs would interview witnesses prior to the Hearing who could testify to the benefits of field based experiences -- DTE faculty who direct and/or teach in such programs, students who have been trained that way, public school personnel who have been involved, etc. Additional evaluation reports of several field based programs in DTE could also be used as support, as well as other relevant documentary evidence. At the Hearing this evidence would be presented, but challenged by the other

evaluation team through cross-examination of witnesses and raising alternative inferences from the documents presented. In this way both the merits and benefits of field based programs could be reviewed as well as the problems inherent in those types of programs (brought out through cross-examination procedures). Additionally, the team whose responsibility it is to present alternative courses of action will also present witnesses and other relevant data that speaks to the merits of other modes of training such as lab. approaches or simulation techniques. Likewise, the testimony of those witnesses could be challenged through cross-examination.

The Hearing Officer will monitor the presentation and challenging of evidence and will make determinations as to the appropriateness of certain questions or the admissibility of certain evidence. The Hearing Officer will also help clarify the arguments to the Hearing Panel and instruct them on the weighting of data. During the recesses members of the Hearing Panel can raise questions through the Panel Liaison Specialist to the Hearing Officer regarding the line of questioning, or the clarification of testimony. If appropriate, the Hearing Officer can then present those questions to the evaluation teams once the Hearing resumes. In this way the Hearing Officer plays an extremely active and important role in making the Hearing a useful forum to produce understanding about the complexities and subtleties involved in the issues.

Once the arguments have been made the Hearing Panel will deliberate so as to produce a synthesis judgment for each issue and several recommendations for future direction (also for each issue). The summary judgments and recommendations will be recorded and transcribed verbatim. These recommendations can then be used by School of Education decision makers for appropriate planning purposes.

References

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Delimiting Issues for the Division of Teacher Education Hearing

Robert L. Wolf
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March, 1975

*Richard Mintz is an attorney serving as a technical consultant to the Division of Teacher Education Hearing Project.

This document is one of a series of papers written in preparation for the evaluation of the Division of Teacher Education (DTE) at Indiana University. As stated in the original planning document this evaluation will take the form of an educational hearing which adapts and modifies select concepts and procedures from judicial proceedings. An essential aspect in the development of an educational hearing is delimiting the salient issues to be explored and studied. A series of preliminary interviews and a subsequent survey has produced a list of important issues as perceived by faculty and students in the DTE. The purpose of this document is to briefly provide clarification of the issues that emerged as significant. Such clarification takes the form of a Complaint and an Answer to the Complaint.

The Complaint identifies the major areas of weakness in the DTE with specific point-by-point allegations. The Answer to the Complaint is in turn a specific response to the point-by-point allegations of the Complaint. Taken together these documents represent a culmination of the issue framing process, and a statement of the issues as they ultimately will be presented and argued at the hearing. Formal documents such as these are necessary so that not only are the issues clarified, but an organizational structure provided for the orderly and meaningful presentation of evidence and arguments.

Introduction to Complaint and Answer

The Division of Teacher Education (DTE) is the primary unit charged with the responsibility of professional teacher education at Indiana University.

A major factor in the creation of the Division of Teacher Education resulted from a large three year federal grant awarded by the U.S. Office of Education in 1971 to Indiana University for the purpose of institutional reorganization of teacher education.

The grant stimulated the design, development, implementation, and institutionalization of a variety of alternative instructional teacher education programs. Additionally, it created an organizational structure and management perspective for the Division itself.

The Division's original objectives related to such things as meeting emerging market needs, serving least served populations, and providing alternative programs for students. These specific objectives can be examined in various DTE documents.

The federal grant expires in June, 1975, and planning decisions and policy formulations are forthcoming to help determine the future course of teacher education at Indiana University.

Complaint

After one planning and three operational years, the following major allegations are set forth:

1. The organizational structure under which the DTE programs operate has not been effective. More specifically:

   a. There is a meaningless split of faculty members' assignments between substantative content areas and teacher training programs.

   b. There is a lack of faculty and student input in the decision making process regarding the development of teacher education programs.

   c. There is a lack of communication both across teacher education programs, and between the programs and their content areas.

   d. There is lack of an adequate organizational mechanism for providing students with the necessary advisory and counseling services.

2. The DTE has neither developed nor promoted programs that are substantially different from those that existed previously. In addition, the DTE programs are not substantially different from one another, and programs aimed at meeting emerging employment opportunities have not been developed. More specifically:

   a. There is lack of any meaningful differences between programs in the DTE.

   b. There is a lack of any meaningful differences between present programs in the DTE and those that existed prior to the development of the DTE.

   c. There has been a proliferation of field based programs and an almost total lack of lab based ones.

   d. There has been limited involvement of Arts and Sciences faculty in planning and carrying out new programs.

   e. There is a lack of new programs to meet emerging market needs.

   f. There is a lack of programs which involve relevant constituencies in both planning and implementation.

3. The DTE has not developed a clear conceptual statement of teacher education on which it is planning its growth and development. Likewise, the programs within DTE have not been planned or developed on recognizable theoretical or conceptual bases, nor have they developed these bases through research on their programs. More specifically:

a. There is a lack of clearly stated or widely accepted statement of the conceptual base for the DTE.

b. There is a lack of clearly stated or widely accepted conceptual bases for individual programs within the DTE.

c. There is a lack of research on the teacher education programs which have been developed in the DTE.

THEREFORE, it is recommended that the DTE needs to undergo substantial and necessary changes if the goal of effective teacher education is to be met in the next several years.

Answer to the Complaint

In the preceeding Complaint certain allegations have been made about the Division of Teacher Education that we believe cannot be substantiated. It is our contention that:

1. The organizational structure under which the DTE programs operate is not only effective but has also stimulated a wide range of program and faculty development. More specifically:

   a. The formation of ad hoc program teams has allowed faculty members to be meaningfully involved in both substantive content areas, and teacher training programs, thus facilitating program balance, and enhancing faculty growth in two professional areas.

   b. Faculty and students have had input in both program and division wide decision making through systematic procedures that are clearly established. The planning and development of individual teacher education programs is almost exclusively controlled by faculty members, and each program has developed its own mechanism for incorporating student input.

   c. The Division of Teacher Education has planned and instituted a variety of communication strategies. These strategies have not only involved programs with similar goals, but has also influenced interaction between programs and substantive content areas.

   d. A variety of systems have been developed and instituted to inform and advise students regarding the teacher education options within DTE. Additional counseling services have also been provided after students enter a particular program.

2. The Division of Teacher Education has developed, supported and implemented programs that are substantially different from those that existed prior to the receipt of the Institutional Grant. Furthermore, there is a wide range of differences among programs within the DTE, and this divergence has been instrumental in meeting emerging market needs. More specifically:

   a. Teams which have developed along differentiated staffing patterns have produced over thirty variations of teacher training programs. Although some programs share common elements, most are substantially distinct from both one another, and from other training programs around the country.

   b. These new programs are substantially and qualitatively different from those that existed prior to the Institutional Grant.

   c. There has been a wide variety of new field based teacher education programs, as well as a number of unique lab based efforts.

d. The DTE has involved faculty members from the College of Arts and Sciences in developing and implementing new program thrusts. This interaction is not only significant in terms of traditional problems between schools of education and colleges of Arts and Sciences, but it has improved the image of the School of Education within the university structure.

e. The Division of Teacher Education has been responsive to emerging market needs. Additionally, DTE programs have created new types of educators to meet traditional educational jobs. These thrusts have made DTE graduates more easily placed and sought after by a variety of employing agencies.

f. There are many examples of community involvement in teacher training programs in the Division. Community members and other relevant constituencies have been granted adjunct university status and have been instrumental in initiating responsive programs to clients heretofore not served well by teacher training efforts.

3. Programmatic thrusts within the DTE have helped to develop a variety of conceptual bases of teacher education leading to a wide range of research and development efforts. More specifically:

a. The Division has moved away from a single conceptual base for teacher education by supporting alternative teacher training programs that reflect different conceptual points of view. This position has been clearly stated and widely circulated.

b. The design for knowledge production within the Division has departed from the traditional linear model of change which moves from theory to practice. Rather, conceptual theories have been generated on the basis of action and experience through developing and implementing the variety of teacher education programs.

c. Furthermore, the nurturance and support of the range of program alternatives has produced a natural laboratory for inquiry on teacher education. All programs have engaged in systematic investigation regarding their own efforts and much insight has been gained of a generalizable nature.

THEREFORE, it is contended that the Division has realized its goal of effective teacher education and warrants continuation under the same organizational framework.

Trial at Bloomington

The DTE Hearing and Its Aftermath

Robert L. Wolf
Bruce Baxter

September 1975

The purpose of this document is to briefly describe the evaluation process used to assess the impact of the Division of Teacher Education (DTE), Indiana University, at the conclusion of a three year institutional grant awarded by the U.S. Office of Education. The grant provided federal support to create and implement a plan for new program development in teacher education. The evaluation process referred to herein occurred during the 1974-75 academic year. Additionally, it is the intention here to present the major findings that have emerged as a result of that evaluation activity. The paper is divided into two major sections: Background and Verdict.

BACKGROUND

The model chosen for this evaluation was the Judicial Evaluation Model, developed by Wolf in 1973. The development of this model arose out of frustration that most conventional evaluation approaches do not lead to a broad understanding of the program being studied. In fact, most evaluations are totally unresponsive to the needs of people involved in or affected by educational programs. This occurs because most of the current methods are rooted in behavioral and social science research and rely on quantification and technical analysis. Great collections of numbers, such as those found in many evaluation studies, tend to blur and obscure rather than sharpen and illuminate the education process. In seeking objectively, these methodologies often ignore and exclude the most fundamental evidence--human judgment, thus preventing a full exploration into the subtleties of the data as expressed by the participants themselves.

Faced with a narrow array of technical data, as is usually found in an evaluation report, an educational decision maker has little useful input for guiding planning and decision making. Furthermore, program understanding and clarification suffer in the same way as the evaluation's relevancy and credibility.

The judicial model is designed to attend to these sorts of concerns, particularly in terms of developing a clear set of relevant issues upon which to focus the inquiry, and then, to rely more on human testimony than other evaluation approaches do. The model is characterized in addition to the identification of relevant issues, by two evaluation teams exploring the different sides of those issues and presenting evidence and arguments for and against the program; judicial instructions designed to help guide the consideration given to the evidence and the subsequent inferences drawn from it; strategies for direct, cross, re-direct and re-cross examination of witnesses; rules for admitting, excluding, and clarifying evidence; jury selection; and, deliberation procedures. The forum for carrying out such procedures is called an Educational Hearing. Such a Hearing is not intended to totally replace existing designs for the collection and analysis of evaluation evidence, but rather to provide a more effective way of adequately seeking and presenting balanced factual data. It was hoped that the judicial evaluation model would involve a wide spectrum of people; would not rest solely on the program's original objectives; would focus on relevant issues; would offer a format to assist in decision making; would rely on the broad information base that existed in the DTE; and most significantly, would present a comprehensive view of the program, would illuminate strengths as well as weaknesses, and would accomplish all of this in a public fashion.

After months of issue identification, data collection and analysis, interviewing prospective witnesses, building arguments, developing procedural rules, etc., the Hearing was held May 2 and 3, 1975 in Bloomington. The Hearing involved three separate sessions each approximately three and one-half hours long in which over thirty-five witnesses testified, and documentary evidence and arguments were presented. One session, of the same length, was for the Panel's deliberation. The Panel was comprised of thirteen individuals involved in or affected by teacher preparation both within the state of Indiana and elsewhere. They represented a variety of perspectives, and a variety of institutions and agencies, including the DTE's program monitor from the U.S. Office of Education. The task the Panel was asked to perform, and how that task was implemented, are the significant aspects of this writing.

The charge to the Panel was two-fold. First, they were asked to render a judgment on each issue and sub-issue that was argued by the advocates at the Hearing. To complete this function the Panel discussed and voted on each point of contention, and then presented the results of the vote. Second, and perhaps more significant, they were asked to present recommendations for directing future planning and decisions concerning the DTE.

The deliberation session produced lively debate, frustration, and a general feeling of futility concerning the fulfillment of the Panel's responsibilities during the alloted time. The Panel members unanimously expressed the feeling that the seriousness of their task demanded more time, particularly to write credible and viable recommendations to inform subsequent decision making.

Therefore, the Panel's job was not over at the completion of the Hearing. A post-Hearing phase of letter correspondence began under the direction of Dr. Terry Denny of the University of Illinois, the Panel foreman. The Panel was asked to vote on 18 recommendations that were discussed briefly at the close of their deliberations. Additionally, they were asked to generate other personal recommendations concerning the DTE. Of the ten Panel members who responded to Denny's follow-up procedure, eight voted on the recommendations, and eight wrote personal prescriptions for the DTE. The individual recommendations ranged from one paragraph to 13 pages.

What follows is a presentation of the Panel's findings and prescriptions. The three sections include a vote on each point of contention, a vote on the recommendations generated during the Panel's deliberations, and finally a summary of the individual prescriptions formulated after the Hearing.

VERDICT

Findings of Fact

As stated the Panel discussed and voted on each major point of contention (Issue) argued at the Hearing. This discussion and vote occurred during the Panel's deliberations and was presented publicly to the Advocates and the Hearing Officer at the conclusion of their deliberation session. The vote was as follows:

ISSUE	YES	NO	ABSTAIN
1. The Conceptual Base of the DTE is clearly stated.	6	7	0
2. The conceptual base of the DTE is widely accepted by faculty administrator, etc. within DTE.	4	9	0
3. The conceptual base of individual programs within DTE are widely accepted*.	3	10	0
4. The conceptual base of the DTE has been developed through research.	5	8	0
5. Programs developed within DTE are substantially different from one another.	10	2	1
6. There are substantial differences between present programs within DTE and those that existed prior to the U.S.O.E. grant.	11	1	0
7. DTE has achieved an appropriate mix of field-based and lab-based programs**.	1	4	8
8. DTE has involved Arts and Science faculties in planning and implementing new programs.	8	5	0
9. DTE has been sensitive to emerging market needs.	10	1	2
10. DTE has involved relevant constituencies in program planning and implementation.	5	4	4

*Several Panel members stated it would be difficult for individual programs to be widely accepted because they were individual.

**The Panel could not come to an understanding of what was meant by "appropriate mix."

ISSUE	YES	NO	ABSTAIN
11. There is a meaningful split of faculty members' assignments between substantive content areas and teacher training programs.	4	4	5
12. DTE has involved both faculty and students in the development of teacher education programs.	9	1	3
13. There is a satisfactory degree of communication between teacher education programs and content areas.	0	10	3
14. DTE has provided necessary advisement and counseling services to students.	0	12	1

Recommendations Through Deliberation

The 18 recommendations voted on below primarily dealt with issues concerning the organizational structure of DTE, and to a lesser extent, issues pertaining to the conceptual base of DTE and its research needs.

The vote on the 18 recommendations are as follows:

THE DTE SHOULD:	YES	NO	ABSTAIN
1. Discontinue undergraduate teacher training altogether; or create a professional school.	0	7	1
2. Create a new university-based structure for teacher training to replace all current structures in DTE (comments-invitation to further chaos).	1	7	0
3. Create a line appointment and unit for initiating, supporting and researching lab-based skill programs.	4	4	0
4. Create a similar-line structure for research and evaluation in DTE.	6	2	0
5. Continue with the performance contract study on an experimental basis.	5	1	2
6. Create an open competition of faculty awards of release time during the academic year and/or summer, for purpose of new program development.	5	3	0

THE DTE SHOULD:	YES	NO	ABSTAIN
7. Invite B.O. Smith (and H.S. Broudy) to return to campus for an extended site visit to give counsel on extent to which DTE has achieved the mission which they envisioned when they consulted during the DTE formation.	5	2	0
8. Recommend the formation of a task force to offer alternative structures of administration for teacher education to remedy weaknesses identified in court inquiry procedure. This task force must have faculty, student, administration, and outside expert participation. (comments--(1) only those faculty who are most directly involved; (2) this is the most fruitful recommendation).	7	1	0
9. Create an Undergraduate Advisory Division within the School of Education. (comments--(1) counseling that was done by full-time faculty was most effective, until programs became competitive. Be sure faculty who are given responsibility are acceptable to students (2) but division status probably is not necessary).	8	0	0
WHAT TO DO ABOUT IT?			
10. Establish some kind of quality control mechanism.	5	1	2
11. Design some kind of planned communication system.	6	1	1
12. Ditto for counseling services course counseling and advisement. It is not that these things do not exist, but that they are improvised and lack cohesion. They are not synergistic, and thus less effective than they might be.	6	1	1

WHAT TO DO ABOUT IT?	YES	NO	ABSTAIN
13. Decide whether you value social and educational services as highly as, more highly than, the usual academic emphasis on abstraction and theory. (comments--give equal attention and organization)	4	1	3
14. Think of creating whole new "pecking" order, based on effectiveness within DTE, performance of student-related functions such as supervision and teaching methods, omitting research.	4	2	2

We recommend that teacher education continue to hold a place of prominence in the School of Education as a 5th Division--but that DTE take steps to enhance the research components of its programs:

15. By confirming the research mission of DTE.	5	0	3
16. By hiring first rate researchers in DTE.	5	1	2
17. By providing resources for its faculty--such as the Research Design Laboratory.	5	0	3
18. By encouraging collaboration between implementers and researchers.	6	0	2

Individual Prescriptions

In addition to voting on recommendations that were generated during their deliberations, individual Panel members also provided the DTE with personal recommendations and suggestions for future planning. A summary of those recommendations follow. Although these recommendations appear to be general, it is hoped that they can at least provoke discussion and planning that could lead to more specific action.

The major issues at hand in the Panel's opinion are the need for organizational structure change and implementation of a better communication system. These concerns are generated from issues 8, 9, 11, and 12. Issues 10, 13, and 14-18 address themselves to the issues of reward system and research. This is the other major concern voiced by the Panel in their recommendations.

Several Panelists addressed themselves to a need for a shift in power. This was most evident in their concern for a change in the reward system. Collaterally, a higher standard and degree of importance for teacher education was expressed by several Panel members.

"Reward is the heart of the problem," said one Panelist. "What I propose is therefore totally unrealistic unless there is more insurrection from within the School of Education combined with powerful invasion by the top administration, the regents and maybe the state legislative."

The need is, as expressed by one Panelist, that the rewards to people engaged in serving the society and its children through the preparation of teachers for its schools be as great as for any other activity conducted by the university.

Another Panelist's only stated recommendation was that the School of Education reconfirm its commitment to top-quality undergraduate education so that the reward system both within the school, but more importantly within the University recognizes and rewards their effective involvement.

Another Panelist expressed the opinion that the School of Education should outwardly strive for and maintain recognition separate from that of the College of Arts and Sciences, and inwardly build unity and strength. This would allow the School of Education to establish its own rewards system. And not necessarily like that of the College of Arts and Sciences.

The emphasis on research was the main problem Panelists voiced concerning the reward system. As one Panel member said, when it comes to the promotion criteria of research, teaching and service, all criteria are ignored except research.

One Panel member said because of emphasis on research, the DTE suffers from an inferiority complex. The cure, he said, is not to go the way of Research, which can be left to others, not to imitate other parts of the University, but to focus on Teaching, an honorable and important activity which is neglected by most other parts of the University.

Unquestionably, the Panel directed their comments to the problems of organization both within the DTE and with other components within the ad hoc system, and they directed comments to what they thought was an egregious problem of communication.

According to some Panelists, steps are needed to alleviate or eradicate the communication problems and "incredible messups" that result from adhocracy and the division of authority. One Panelist said there must be a strong hierarchical organization with a strong deanship. The decision-making process and acceptance of decisions must be effective, he said. "Once a hierarchical organization is established and accepted," he said, "the various inadequacies we observed, poor reward system, poor counseling, bad division of labor, fouled up program and lack of communication can be straightened out."

Other Panelists had similar views concerning structural change. One Panelist said the I.U. School of Education needs to be reorganized so its components are structurally compatible. Formal departmental organization in some areas and ad hoc organization in others appears to waste faculty resources, he said.

Another Panelist was concerned with the structure of teacher education programs with DTE. The question he posed was whether the alternative programs have become so popular that there is not enough central core left. He said there is some evidence that counseling is fragmented, that students sign up for one alternative and never truly learn about the other alternatives, thus they cannot readily change their minds. The evident problems in communication also reflect the fragmentation. The center is weak, he said. This Panelist's recommendation is that there obviously needs to be established some kind of coordination which holds the disparate activities together.

This same concern prompted two Panelists to recommend the development of an undergraduate Advisory Division within the School of Education. Tremendous revisions within the program and projects and the School of Education cannot overcome the problems with the lack of good counseling, they said. "After-all, what good are more than thirty teacher education options if future teachers don't know how to get to them?"

Although virtually all of the Panel members made recommendations and comments concerning the stated issues and the derived recommendations, several Panelists were not at all certain that the issues identified were the more critical ones.

The issue is not with the structure or operations of the DTE, said one Panelist, but rather in the philosophy, assumptions and style of Indiana University. He said he was referring to the general lack of a stable structure with relatively permanent administrators who can shape policy. "My understanding," he said, "is that I.U. tends to prefer temporary administrators who, without any written policy, improvise and make commitments which others do not feel bound to follow. They generally rule like inspired and talented anarchists," he said.

Another Panel member felt the issues stated were not the real ones being held up to judgment. He thought the issues for the hearing should have been stated as follows:

1. The work of preparing people to be teachers now has increased status at Indiana University as a result of the Institutional Grant and DTE.

2. There is preponderant evidence that as a result of the Institutional Grant and DTE, teachers prepared at I.U. are better equipped to meet the needs of today's schools.

3. The present organization (and use of adhocracy) in DTE is the most effective one that can be designed for preparing teachers, within the context of the present School of Education and Indiana University.

. . . . . .

The responsibility is clearly on us now to use these findings, create new plans, deliberate ourselves, and act!

TRIAL BY JURY:
A New Evaluation Method

Robert Wolf's "judicial model" brings to educational evaluation the techniques of a court of law. Mr. Wolf and Mr. Arnstein report on the first full-scale test of the model at Indiana University.

REPRINTED FROM THE NOVEMBER 1975 KAPPAN

I. The Process

By Robert L. Wolf

In recent years, educational evaluation has become an increasingly sophisticated element in the accountability movement. In these times of consumer militancy and school accountability legislation, educators at all levels must increasingly justify a variety of policy decisions: why they have "tracked" or failed a child, on what grounds they have certified a teacher, what led them to think a particular program was achieving the desired objectives, why certain programs were funded rather than others, etc. More than ever, educators feel the need to understand the complex dynamics of instructional programs. And they realize the need to communicate effectively with the public about these matters.

Most conventional evaluation approaches do not meet these newly recognized needs. In fact, many evaluators are totally unresponsive to the needs of people involved in or affected by a program being evaluated. This is because most of the current models are rooted in behavioral and experimental science research and rely on standardization and technical analysis. Great collections of numbers, such as those found in children's cumulative files and school or program evaluation studies, tend to blur and obscure rather than sharpen and illuminate the education process. In seeking objectivity, the decision maker using these methodologies may exclude a factor that ought to be of fundamental concern: human judgment.

Currently, it is rare that a free inquiry into all aspects of program alternatives occurs prior to final judgment. The solution may not lie in greater frequency of evaluation efforts or more impressive arrays of technical data, but in more sensible illumination of the alternatives, not just for the benefit of the educator but for the consumer as well. Broader and more encompassing fact-finding processes are needed.

Utilizing Legal Methodologies

One such process is the judicial evaluation approach,* which adapts and modifies certain concepts from both jury trials and administrative hearings in the field of law. It relies on the law's acceptance of human testimony to clarify and subsequently judge complex events.

Perhaps the most compelling reason for using legal methodology is that it offers a useful system of evidentiary rules and procedures aimed at producing alternative inferences from data prior to the rendering of judgment. In adapting and modifying certain procedures, evaluators can develop a clear set of issues upon which to focus the inquiry, rely on human testimony more than other evaluation approaches do, present a balanced view of the evidence (by employing two evaluation teams exploring the different sides of the issues), and, finally, structure the deliberations of the decision-making group.

The forum for carrying out such procedures is what I am calling an educational hearing. The hearing is not intended to totally replace existing designs for the collection and analysis of evaluation evidence, but rather to provide a more effective way of seeking and presenting balanced factual data. Currently, many of the assumptions, rationales, methods of data collection, and analyses of evaluation reports are allowed to pass unchallenged. The judicial approach provides for the structured consideration of alternative arguments and inferences to keep the evaluation both intellectually honest and fair. Unlike true adversary proceedings in the law, where the adversaries' object is to win a case, educational hearings are aimed at producing broad program

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*See Robert L. Wolf, "The Application of Select Legal Concepts to Educational Evaluation," (doctoral dissertation, University of Illinois, 1973); "The Citizen as Jurist: A New Mode of Educational Evaluation," *Citizen Action in Education*, Winter, 1974, p. 4; and "Evidence: Educational Evaluation and the Metaphors of Law," paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April 2, 1975. Also, Murray Levine, "Scientific Method and the Adversary Model," *American Psychologist*, September, 1974, pp. 666-77; and Thomas Owens, "Educational Evaluation by Adversary Proceeding," in Ernest House, ed., *School Evaluation: The Politics and Process* (Berkeley: McCutchan, 1973).

understanding, exploring the complexity of educational issues, and keeping at least two sides of the truth alive.

A Case in Point

Obviously, employing legal methods in the course of educational evaluation is no simple task. But I feel that the process worked in Bloomington, Indiana. The first full-scale test of the judicial evaluation model occurred last May, when we assessed a broad-based teacher education program at Indiana University. Issues were identified upon which the inquiry could focus. Adversary teams built and presented their arguments for and against the program. Thirty-two witnesses testified over a two-day period. Documents were entered into the record. Strategies for direct, cross-, redirect, and recross-examination were developed. Judicial instructions, rules of evidence, jury selection, deliberation procedures, and prehearing discovery were all designed and implemented. The jury panel (13 in all) was comprised of educational experts from around the country, including the program's monitor from the U.S. Office of Education and faculty and students from Indiana University. Basing judgment on the evidence presented, the panel rendered judgments on the issues identified and offered prescriptions for modification and reform.

A brief description and analysis of the Bloomington hearing will help clarify the way in which judicial evaluation procedures work. In this instance, the judicial evaluation model focuses on assessing the impact of a recently formed Division of Teacher Education (DTE) at Indiana University on the improvement of teacher preparation.

An institutional grant awarded to Indiana University by the U.S. Office of Education made development of the new division possible. The grant was sought in response to growing recognition, in 1971, that the public schools were not adequately meeting the needs of all pupils of all communities. A program was designed to involve Indiana University in a partnership with communities and local educational agencies in reforming teacher education and, subsequently, teacher behavior in schools. To say the least, the intentions were broad and encompassing.

Ongoing formative evaluation had been conducted in the DTE at all levels during the three years of the institutional grant, primarily to promote program development. The final evaluation, however, was conceived as an examination of the overall effectiveness of the DTE in carrying out its mission. Much energy, money, and commitment had been devoted to the program, and accountability time had arrived.

> "The judicial model demands that the evaluation focus on relevant and significant issues as determined by a broad variety of persons involved in or affected by the program."

By 1975 the DTE was a large, complex organization consisting of more than 30 alternative teacher preparation projects. A comprehensive evaluation demanded that all possible viewpoints – faculty, students, administrators – be presented. Although the primary intent was to make a summative judgment about the three operational years, it was also intended that the evaluation findings form the basis for future planning and decision making.

The judicial evaluation model was selected partly because it would involve a wide spectrum of people. Judgment was not to rest solely on the program's original objectives. The examination would focus on relevant issues. The model offered a format to assist in decision making; it relied on the broad information base that existed in the DTE. And, most significantly, it promised to present a comprehensive view of the program, to illuminate strengths as well as weaknesses, and to accomplish all of this in a public fashion.

Implementation of the judicial model took six months of work, culminating in a two-day evaluation hearing. The process was greatly enhanced and facilitated by the prodigious amount of evaluation activity that preceded it. A brief description of the process follows.

Implementing the Judicial Model

Initial planning resulted in identifying four major stages: the issue generation stage; the issue selection stage; the preparation of arguments stage (collection of testimony evidence, synthesis of prior evaluation data, etc.); and, finally, the hearing stage itself. It appears now that these stages are all necessary and form the structure for model implementation. Each stage also contributes uniquely to the goals of the judicial evaluation model outlined above.

The issue generation stage was designed to identify a broad range of issues relating to the evaluation of the DTE as perceived by DTE faculty, administrators, students, faculty outside the DTE, teacher educators at other institutions and agencies, and individuals from the funding agency itself. The judicial model demands that the evaluation focus on relevant and significant issues as determined by a broad variety of persons involved in or affected by the program. It strongly suggests that such issues need not be the same as the program's original objectives, although it certainly does not exclude them if they are still viewed as important and relevant. In the DTE effort, a series of initial fact-finding interviews was conducted with a sample of the abovementioned groups (35 interviews in all), and over 30 potential issues were identified.

Stage two, the issue selection stage, involved delimiting the number of issues to a manageable size for the hearing. A survey instrument was developed and sent to faculty, students, and administrators. This helped establish a priority ranking of the issues. Once the survey data were analyzed and the number of issues reduced, the final list was scrutinized by a special review panel composed of a cross-section of faculty, administrators, and students. Their function was to recheck the issues for both relevance and materiality and to put them in written form.

Stage three involved the preparation of formal arguments by each evaluation team. Specific points of contention were developed around each issue. One team argued essentially for major structural change, the other for much less substantial changes. The arguments stemmed from evaluation data that addressed the strengths and weaknesses of the program. Included in this process was the taking of depositions (formal prehearing interviews) from witnesses involved in or affected by the various teacher education alternatives. Also, relevant evaluation documents and reports were studied and used in preparing final arguments.

Stage four included the prehearing discovery sessions as well as the hearing

• Robert L. Wolf

itself. The prehearing session involved each team's reviewing its major arguments for each other and, in conjunction with the hearing officer, developing hearing rules and procedures. These rules and procedures dealt with the number of witnesses to be called, scope of cross-examination, criteria for determining the admissibility of evidence (relevance, etc.), preparation of instructions for the hearing panel, and rules for objecting to certain kinds of questions and evidence. Finally, they covered the drafting of specific questions to guide panel deliberations.

The hearing involved three separate sessions, each approximately three and one-half hours long, in which evidence and arguments were presented. One session, of the same length, was used for the panel's deliberations. The entire event was videotaped, save the last session (a decision made by the panel). Additionally, a case study was completed on the whole process from planning to implementation; a journalist prepared an account of all sessions; and an external evaluator completed an evaluation of the event through extensive interviewing and observation. Full documentation is therefore available for continued analysis and modification.

Reflections, Caveats, and Applications

The external evaluation revealed that the judicial evaluation approach is an exceedingly promising evaluation framework. The DTE evaluation was judged to be quite useful by the program's administrators. Not only did it provide them with a better view of their program, but it greatly facilitated communication. One administrator said, "The process enabled individuals to express true opinions and beliefs, and therefore permitted other members of the institution to develop a more sensitive awareness of the range of extant feelings. It confirmed hidden suspicions, but it also revealed many false fears and misperceptions." Another commented, "The process illuminated decision alternatives and consequences that could not be anticipated prior to the hearing. The hearing generated new decision points, alternatives, and potential ramifications." Currently, the faculty is exploring the recommendations made by the panel, and this entire year will be spent studying their feasibility and using them to modify and revise the program.

The major strengths of the model appeared to be the use and exploration of human testimony, providing for a variety of perspectives to be displayed, the illumination of biases that were operating, and use of a wide array of data. Perhaps most significantly, it provided a deliberative framework for decisions. Cautions, on the other hand, include the necessity of balance in the advocate's skills; the need to have clearly stated charges, instructions, and expectations for the panel; the need for adequate time for the proceedings (including the panel's deliberations); and, finally, the need to be sensitive to the public nature of the forum.

Despite these constraints, the model has a broad array of potential applications. The panel's composition can be altered to incorporate a wide variety of input into the decision-making process. Citizens, for example, could serve as jurors in an evaluation of a school-related program. Students and teachers could also be involved. Furthermore, the flexibility of the rules of evidence can be adjusted, depending on the sophistication of the jury panel.*

In sum, the judicial evaluation model, with a variety of persons on hand to witness the testimony, can allow pertinent information to be brought quickly to the fore. The advocates, the panel, and the hearing officer can question a witness on the spot to clarify, to explore, and to pursue the subtleties of data. This, of course, is not an alternative for the decision maker who reads an evaluation document. The judicial model also offers a forum for communication and dissemination as well as evaluation. Many witnesses seemed to open up on the stand, showing a desire to "tell it like it is." This included admitting shortcomings in themselves as well as in their programs. Thus the judicial evaluation framework is a healthy adventure, where individuals balance the account and clear their minds. One beneficiary is certainly the program administrator, who begins to understand what the program is about and can therefore help others understand it as well. □

*In a recent application of the model, accomplished after the DTE evaluation, I helped in a judicial evaluation of the North Central Alternative High School in Indianapolis. The panel was composed of teachers, parents, local school officials, and students. Students in the program conducted the evaluation, developed the issues, formed advocacy teams, and presented the evidence and arguments at the hearing. Not only did this evaluation prove to be extremely useful in leading to program modification and revision, it also provided an excellent learning experience for the students who participated.

APPENDIX D

"Organizing to Meet the Teacher Education Mission of the School of Education"

Overview

Teacher education is one of the primary missions of the School of Education. That mission not only includes the offering of undergraduate and graduate teacher education programs but also includes the development of, and experimentation with alternative teacher education programs. While all aspects of teacher education are important, the experimental thrust in teacher education is the unique dimension of a School of Education which is part of a major research institution such as Indiana University.

The teacher education mission has begun to be shared in recent years with various groups outside of higher education institutions. These groups include local school districts and professional teacher associations. Not only have these groups been demanding a strong voice in determining the requirements for teacher certification, in some instances they have initiated their own preservice and in-service teacher education programs.

Based on our broad teacher education mission and the sharing of the authority regarding teacher education programs, the School of Education needs to organize to stimulate the development of experimental teacher education programs, provide for the development of in-service and extended service programs in partnership with school districts and professional teacher education associations, and provide for cross department and cross university participation in teacher education programs. Before presenting the proposed structure to meet these objectives it is worthwhile to review the importance of the evolving in-service mission and the importance of total School of Education and University planning for teacher education.

The Need to Develop and Deliver In-Service and Extended Service Programs.

The education profession is now, after many decades of meeting teacher shortages, in a position to begin to give greater attention to the career long education of professional educators. In a recent article Wilbur Cohen made this point quite cogently when he wrote concerning the future of School of Education, "The quality of teachers and education will be improved; the surplus of teachers in the 1970's will be the impetus to a major effort to improve the quality of education from nursery school to graduate school. The concept of lifelong learning--just now taking hold--will be in full operation by the year 2000."

While the School of Education in separate mission statements for both the Bloomington and Indianapolis campuses has emphasized the importance of career long education for teachers, relatively little organized attention has been paid to this objective. Part of the reason for this lack of systematic attention is that no single organization within the School of Education has been charged and held responsible for meeting this mission.

The development of any in-service and extended service program must be undertaken with a full understanding that the School of Education is no longer a uni-lateral developer of programs, but must work in partnership with teacher associations and unions as well as local education agencies. The planning and implementing of new programs under these conditions will be challenging but the results can be bright with promise for improving the quality of education.

The Need to Maintain Cross-Department/Program Area Planning for Teacher Education Programs

The Division of Teacher Education was established with the charge to develop a variety of teacher education programs that cut across department/program area lines. The continuation of this thrust is part of the proposed plan. It is a thrust that must not be lost in any reorganization, but the responsibility for such programs must be clarified. The proposed organization provides for this clarification and attempts to build on our strength in alternative teacher education programs established by DTE.

Emphasizing the need for continued experimentation in the development of teacher education programs, the proposed plan provides for the continued development of experimental teacher education programs with specifically stated terminal dates and acceptable research and evaluation plans. The experimental development of teacher education programs is one of the unique objectives of Indiana University within the Indiana state plan of the Higher Education Commission.

The Proposed Organization

1. The Division of Teacher Education will be dropped as a School of Education Division. Most courses and programs which previously were scheduled and planned by the Director of DTE will be assigned to appropriate Departments in the other four divisions and the promotion, tenure, and salary review for each faculty member will rest with the appropriate division director.

2. An Office of the Director of Teacher Education and Extended Services will be established with the following functions:

- Planning, coordinating, and implementing extended service efforts, special programs, and teacher centers in partnership with school districts and professional teacher groups. This function will be implemented within the structure of the existing departments and those departments will be responsible for the quality of program offerings. The role of the Director of Teacher Education and Extended Services is primarily one of stimulation and facilitation.

  In performing this function the Director will engage in a review of our present in-service activities and will act as a facilitator in bringing together identified extended service needs and the program possibilities of the various departments. This planning effort should in no way deter existing or future extended service efforts of any department, but there should be an awareness of this office of all of the School's extended and in-service activities.

- Planning, coordinating and budgeting pre-student teaching and student teaching field experience. Because the springboard to contact with public schools and sometimes professional teacher groups is often through field experiences, the Director will be responsible for this activity. In addition student teaching is not just centered in one division of the School nor is it centered just in the

School of Education. As much as 40% of the student teachers are enrolled outside of the School of Education. Therefore, broadly based planning and coordination of field experiences is needed.

- Planning, reviewing and monitoring the total School of Education effort in teacher education. The Director would work with Division Directors and Department chairpersons with planning teacher education programs across departments. The Director would also monitor programs and review the budget adequacy for all teacher education programs. However, the budget for all teacher education programs would be allocated to the Divisions and Departments who plan and implement those programs.

- Planning with regional campus Directors of Education an organization for coordinating extended service activities for all of the Indiana University campuses.

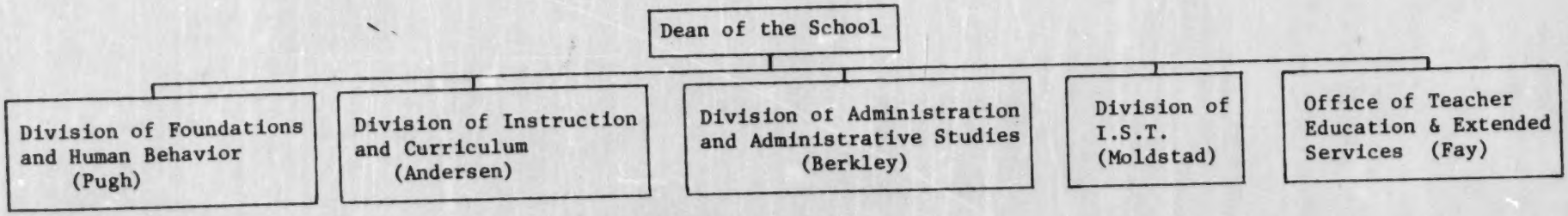
- Planning and directing several experimental teacher education programs. Budget will be allocated for the Director to stimulate a small number of experimental programs. These programs will be designed as experiments with specific terminal dates and carefully designed research plans.

3. All departments would be budgeted for offering the teacher education courses and programs that are appropriate to their departments. This means that the planning and development of the teacher education courses and programs are the responsibility of the existing academic department. However, any program deletions or additions must be planned and reviewed with the Director of Teacher Education and Extended Services and must also be reviewed by the School of Education's Course and Program Review Committee as in the case with any program change.

4. In order to simplify the School's organization we are suggesting to the Division of Instruction and Curriculum that where appropriate the term "program area" be dropped and that those academic units that were designated "program areas" should be designated departments.

5. On the following page is a chart listing the academic department organization of the School of Education. On this chart program areas have been designated departments. This nomenclature will, of course, need to be reviewed and discussed by the program areas.

ACADEMIC DEPARTMENT AND PROGRAM
ORGANIZATION OF THE SCHOOL OF EDUCATION


Dean of the School
Division of Foundations and Human Behavior (Pugh)
Division of Instruction and Curriculum (Andersen)
Division of Administration and Administrative Studies (Berkley)
Division of I.S.T. (Moldstad)
Office of Teacher Education & Extended Services (Fay)

Departments:

.Counseling & Guidance (Gibson)
.Educational Psychology (Gliessman)
.Historical, Philosophical, & Comparative Studies of Education (Maccia)
.Special Education (Guskin)

Departments:

.Art Ed. (Hubbard)
.Business Ed. (Crawford)
.Applied Linguistics & CELT (Gradman)
.Curriculum (Overly)
.Elementary/Early Childhood Education (Butler)
.English Ed. (Smith, V.)
.Multicultural Education (Dawson)
.Reading Ed. (Fay)
.Mathematics Education (Lester)
.Science Ed. (Andersen)
.Secondary Ed. (McGlasson)
.Social Studies Ed. (Ehman)
.Vocational Ed. (White)
.Allied Health Sciences (Conine)

Departments:

.College Student Personnel (Greenleaf)
.Higher Education (Shaffer)
.Adult Education (McKinley)
.School Administration (Wilkerson)

.Office of Field Experiences (Lang)
.Professional Development Center (Chiappetta)

There are two programs which are cross division programs. These are: Educational Inquiry Methodology (Pugh) and Interdisciplinary Doctoral Program for Young Children (Prentice).

APPENDIX

E

"Activities of the Dissemination Component Functioning
Under the Rubric of the Institutional Grant"

The Dissemination Component was originally conceived to serve as support and liaison mechanisms. The major thrusts were to create vehicles for internal and external dissemination with respect to various activities of programs/projects and the print and multimedia products of the involved faculty and graduate student assistants. The component was staffed by one-half the workload of a faculty member (Associate Director of the Division of Teacher Education for Dissemination), a graduate student administrative assistant, part or fulltime director of publications (graduate student), and a one-half time secretary. The Component was housed within the Division's central office complex in the School of Education with ample space to carry on its wide array of activities. The Component functioned on limited resources, receiving the smallest capital appropriation of any support/liaison component.

INTERNAL DISSEMINATION

The activities falling under the rubric of internal dissemination were many. Aside from the literally thousands of in-house memoranda over the last four years, many articles found their way into the local mass media such as the campus daily newspaper, Indiana Daily Student, the local community tabloid, Bloomington Herald-Telephone, and the widely read Indianapolis Star. In addition, a great deal of local communication, especially with students, featured air time on Channel 4 (WTTV), an Indianapolis-Bloomington television station, WTTS (local Bloomington radio station), and the University radio station (WTIU). This report, however, will only focus on two of the major internal dissemination activities, a division-wide conference for the entire faculty and a monthly newsletter for faculty and graduate students.

Search for Tomorrow

In the early days of the division's existence, there was a need for faculty members to become acquainted with the various programs being developed. A pleasant off-campus retreat site was sought which would promote informal discussion of timely programmatic issues and the organizational changes occurring within the teacher education program. The French Lick (Indiana) resort area provided an informal atmosphere for the sharing of information and development of stronger channels of communication among Division members.

Held in October 1971, the two-day conference included formal work sessions on issues and concerns in teacher education and a carousel of show-and-tell booths featuring multi-media presentations of the various new programs. The exchange of ideas and information and the stronger sense of community fostered by the conference setting contributed greatly to the efforts at problem-solving which occurred in the two-day period and in later meetings and informal discussions. The knowledge base and personal relationships which have developed among the Division faculty have been essential ingredients in the process of change occurring within the entire teacher education program at Indiana University.

The Guiding Light

During the 1972-73 school year, the Division of Teacher Education began circulating a monthly newsletter designed to keep its readers informed about the development of various programs/projects. The mailing list quickly grew to approximately 500 names and included School of Education faculty and graduate assistants, selected local school administrators, and a number of other persons (VIP's) from universities and organizations around the country who wished to keep informed of currect developments at Indiana University.

The newsletter, entitled "For Your Information," promoted the internal dissemination effort of the Division for four years. The first volume was produced by mimeograph (both sides of page) and consisted of three issues averaging four pages each. The next two volumes were reproduced by offset printing. Volume two expanded to include nine issues of approximately nine pages in length, while the seven issues of volume three averaged six pages each. Volume four returned to mimeograph print and included two issues totaling six pages. Overall, the twenty-one issues of "For Your Information" provided 144 pages of current news for School of Education personnel and interested outside readers.

A review of all newsletter issues was done to determine the amount of space devoted to various types of information. While there was often considerable overlap between categories in the content of any one article, each article was placed in one of four classifications. The most frequently found type of article covered information on local program or project development, new course descriptions, or the availability of materials or services; these included approximately 56 per cent of the newsletter items. Most of these articles were fairly lengthy compared to other items so that they probably accounted for at least two-thirds of the available space. Another 30 per cent of the articles was composed of a variety of brief announcements concerning upcoming events, current programs, or various feedback related to the dissemination effort. Eight per cent of the articles were observed as reporting state and national news related to upcoming conferences, governmental reports, educational organizations and journals, and the availability of grants. The announcements and state/national news categories fairly evenly divided most of the news space not included in programmatic news. A final category covering mainly social matters comprised the remaining six per cent of the articles. Included in this category were announcements related to various awards or organization appointments obtained by faculty members, temporary or permanent changes in personnel, or upcoming social events. The newsletter thus promoted not only a continuing awareness

of local programs and outside activities, but also conveyed a sense of cohesiveness among faculty and students in the School of Education.

The growth and eventual decline of the newsletter paralleled the establishment of the new programs/projects within the School of Education and thus can be viewed as an indication of its effectiveness as an internal dissemination vehicle. While program descriptions were predominant throughout most of the newsletter's existence, volume two featured a considerable number of items related also to programs but consisting mainly of notices of recent developments or upcoming events. Division of Teacher Education faculty thus came to view the newsletter as a valuable medium for information exchange. As new programs grew and became firmly established, the number of descriptive items declined. When the new programs had finally become institutionalized, the announcement function of the newsletter was taken over by the School of Education newsletter, "Notes From Ed." The demise of the "For Your Information" newsletter thus indicated that the programs/projects born in the Division of Teacher Education had come of age and could stand alone.

Although the idea of the newsletter was conceived by the Division Director and developed by the Associate Director for Dissemination, two graduate students served as editors of "For Your Information" during its existence. Much of the credit for the growth and effectiveness of the newsletter should go to Toby Bonwit, at the time a graduate student in journalism and Publications Editor for the Division of Teacher Education. Her enthusiasm for the job was reflected in the lively text found in news items and in various programmatic illustrations used as filler. Less apparent but equally important was her skill and plain hard work in collecting and organizing items suitable for inclusion in the newsletter. After receiving her master's degree, she moved on to a full-time position elsewhere on campus and her fine work was carried on through the newsletter's final year by Mary Wirick, a graduate assistant working on a doctorate in reading.

EXTERNAL DISSEMINATION

The external dissemination activities which will be addressed within the pages of this report feature a monograph series, an entire issue of a well-established journal dedicated to the Division's efforts, a national conference on teacher education and its accompanying book of proceedings, and a catalog of division faculty members' areas of consulting expertise.

Face the Profession

The monograph, Teacher Education Forum, is a collection of papers dealing with all phases of teacher education. It is intended to serve as a catalyst for idea exchange and interaction among persons interested in various areas of teacher education. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies,

graduate students and professors. The Forum Series represents a wide variety of content: position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios.

Four volumes of the Teacher Education Forum have been printed to date. Volume one appeared during the 1972-73 academic year and included twelve issues totaling 310 pages of text printed in mimeograph. At this stage of its development, the Forum Series was an essentially in-house organ and a publication outlet for Division faculty members. All but one of the thirty-three authors involved with the twelve articles were from Indiana University-Bloomington.

Volume two featured added participation by regional campus faculty of this University and professionals from other universities. Among the twenty-four articles were five from the South Bend Campus, one from the Fort Wayne Campus, and four involving co-authors from out-of-state institutions. The 434 pages of content were produced by offset printing, and this mode was adopted for subsequent volumes and eventually hundreds of reprints.

The growing involvement of teacher educators from other institutions can be seen in a review of authors in volume three. The 385 pages of content in nineteen monographs came from such institutions as Wake Forest College, Baylor Medical School, the University of Maryland, and Texas Tech University. In all, nine other institutions and two regional campuses of this University contributed to the variety in content and viewpoint which is prevalent throughout the Forum Series.

During the 1975-76 school year, the majority of articles came from outside sources. Only seven of the twenty-two papers (32%) involved Indiana University-Bloomington or regional campus personnel. Volume four contained 244 pages, and the four volumes together included seventy-seven articles and 1373 pages of text, for an average of nearly eighteen pages per issue.

The first two volumes of Teacher Education Forum were distributed free of charge to faculty and graduate/teaching assistants within the Division of Teacher Education and to various School of Education and campus VIP's in Bloomington and the regional campuses. Beginning with volume three, a modest subscription fee was charged. Among the sixty subscribers to volume three and sixty-five persons ordering volume four were several university faculty members from other countries and foreign students in Bloomington who wished to keep abreast of current trends within teacher education.

Frequent requests for back issues are an indication of the familiarity the Forum Series has acquired among teacher educators and its continuing impact on professional development. While a few issues have been especially popular, a great many of the issues have had to be reprinted to cover back order requests. The information system of the Education Resources Information Center (ERIC) has been a major source of requests for single issues, but word-of-mouth contact between colleagues has also apparently led to many of the requests for information or specific issues.

Much of the growth and influence which the Teacher Education Forum has enjoyed can be traced to the efforts of the Associate Director of the Division for Dissemination and its three editors. In its first two years, the Forum Series benefited from the considerable experience of Richard Earle, a former editor or author for numerous publications in general teacher education and newsletters in the area of reading. An associate professor in education, Dr. Earle's professional interests centered around performance-based instruction in the classroom and instructional modules.

Volume three was headed by William Blanton, a former associate director of the ERIC Crier newsletter whose other editorial work has involved such publications as Reading Teacher and the Journal of Reading Behavior. An associate professor in reading, Dr. Blanton's major emphasis has been in research and development.

Linda Gregory, the editor of volume four, brought to the position a desirable blend of interests and experience in instructional methods, research, and development. Dr. Gregory was a recent Indiana University doctoral graduate with extensive training in instructional systems technology and English education. After her dedicated effort with the Forum Series, she moved on to become director of public relations and general editor of the monthly magazine for employees at International Harvester.

The inside front cover in each volume of the Forum Series has given recognition to not only its editorial leadership, but also the important service provided by the advisory board. Six education faculty members and also two public school administrators having close ties with Indiana University have commented on the educational relevance and appropriateness of content of many of the submitted manuscripts. In most cases, the editor selected two persons from the advisory board to serve as additional referees in the evaluation of a new manuscript. Fo each paper under consideration, care was taken in selecting advisors to take advantage of special interests and areas of expertise. The resulting recommendations have provided a valuable contribution to the selection and editing process.

The articles which have been selected for publication in the Forum Series can be grouped into three main content areas. Thirty-four (44%) of the seventy-seven papers in volumes one to four involved research or evaluation related to established teacher education programs, courses, or techniques. Descriptions of innovative courses or programs were found in twenty-five (33%) of the Forum Series monographs. The remaining eighteen issues (23%) were informative articles for preservice or inservice teachers or education faculty which dealt with philosophical issues, educational materials or services, or various influences on classroom instruction.

The Teacher Education Forum has become firmly established during its brief existence as a source of information and views on current trends in education. Subscription orders and back issue requests from throughout this country and also from abroad indicate that the Forum Series satisfies a need within teacher education and thus can be expected to enjoy further growth and expanding influence in the years ahead.

Come Blow Your Horn

Another publication outlet for the dissemination effort of the Division was found in the widely circulated journal of the School of Education. An entire issue of Volume 50 of Viewpoints was devoted to articles dealing with various program/project activities and functions. Edited by the Associate Director for Dissemination, the journal issue included articles by Division members on the need for experiential learning and on efforts at providing competency-based instruction. Other faculty members discussed their views on and plans for providing alternative forms of education for adolescents, the involvement of arts and sciences faculty in the development of new programs, and culturally-relevant instruction for teachers preparing to work with minority children in inner-city, rural, and reservation settings. An article outlining the historical trends behind the changes taking place within the Division provided the needed framework with which to examine and compare the various viewpoints. Other perspectives were provided on the role of evaluation within teacher education and on apparent needs and developmental trends in the near future. The tentative, probing atmosphere found in this issue of Viewpoints provided School of Education faculty members and other readers an opportunity to gain insight into the personal and professional factors involved in educational change.

Another World

The National Conference on Teacher Education has been another facet of the dissemination effort that has gained widespread acceptance. An outgrowth of discussions by Leo Fay, Director of the Division of Teacher Education, and the Associate Directors, the Conference has brought about the face-to-face exchange of ideas between persons involved both in research and development and in evaluation in teacher education. Major addresses by recognized leaders in education and the various workshops and seminars have centered around the current trends and developing programs within the field. The relaxed atmosphere of the two Annual Conferences held thus far has encouraged active involvement in planned sessions and informal discussions.

While the majority of participants have come from Indiana and surrounding states, the Conference has already attracted a considerable number of teacher educators from across the country. Representatives from forty institutions attended the first Conference and included teacher trainers, administrators, teachers, and even a few interested parents. The attendance roster for the second Conference included professionals from more than eighty institutions. Many of these persons indicated that the Conference had become an annual entry on their calendar.

Many of the most influential persons within teacher education have made Conference presentations. Barak Rosenshine, Richard Turner, Kevin Ryan, and David Clark have all commented on research efforts within the field. Progress in developing inservice teacher education programs has been reported on by such notables as Sam Wiggins, George Dickson, Myron Lieberman, and Sam Yarger. Those addressing the broad area of evaluation have included Robert Stake,

Roger Farr, Ernest House, Egon Guba, and Henry Cole. Philosophical foundations of education have been the emphasis of Don Davies and Harry Broudy, while educational development has been discussed by David Gliessman and Melvyn Semmel. Conference participants have also been treated to Harold Shane's insights regarding likely future developments within teacher education. Also contributing to the Conference have been numerous other specialists within teacher education. In the two Conferences held thus far, more than 260 persons have served as a presenter, chairperson, panelist or moderator in a general session or in one of the many workshops or panel discussions.

Each year approximately 6000 persons in a variety of educational positions have received information concerning the upcoming Conference. Included in these mailings have been superintendents and principals from Indiana public schools, teacher educators and administrators at numerous public, private and governmental institutions and organizations, and a number of other persons on Division of Teacher Education mailing lists. Prior to each Conference, an initial mailing has described tentative plans for the many Conference sessions. A later brochure has provided more detailed information on planned presentations and workshops and the professional background and interests of each speaker in the general sessions. Considerable logistical aid in planning and advertising and in coordination of Conference activities has been provided by the Indiana University Conference Bureau.

Another dissemination vehicle has emerged from the Conference in the form of an annual Book of Proceedings. Many of the main speakers each year have submitted manuscripts related to their presentations. The bound volumes of papers selected for publication totaled 200 pages the first year and 120 pages for the second Conference. An advertising leaflet sent to Conference participants, Forum Series subscribers, and others on Division mailing lists has led to continuing requests for copies of these "first class" paperbacks. A modest fee is charged to help cover the cost of publication.

The Conference has become the most visible of the Division's dissemination activities. The yearly gathering of teacher educators and the presence of the Proceedings in Schools of Education and college libraries across the country indicate that Indiana University will have a continuing influence on teacher preparation in the years ahead.

Help! I Need Somebody

Appearing in Teacher Education Forum format were two issues specifically designed to help State of Indiana school personnel to take advantage of the skills and knowledge of University faculty committed to inservice education. "A Guide to Inservice Education" and a subsequent update both provided an overview of recent trends in inservice education and current approaches to the use of consultants in the public schools. The most important feature of the "expertise catalog" was a listing of well over a hundred professors and advanced graduate students with skills to offer public school personnel. All of the persons listed had indicated a willingness to serve as leaders of workshops, seminars, or rap sessions or as consultants with individuals or small

groups of school system educators. The alphabetical listing of prof-consultants indicated each person's area of expertise and campus address and telephone number. Two other sections cross-referenced consultants first with expertise areas classified by traditional department titles and then with descriptors reflecting current educational jargon. Users of the "expertise catalog" could thus look for persons offering assistance within broad areas of knowledge or in highly specific skills. Another section separated areas of expertise and the available consultants into categories related to the expected needs of users. One of the seven categories thus included skills which could be used by administrative personnel while another was geared toward the interests of parents. Finally, a list was included of centers and agencies through which faculty members on the various campuses of Indiana University offer special services to local educational personnel.

The detailed listings of individuals and groups of available consultants and the use of various cross-referencing systems made the expertise catalog an effective vehicle for matching educational needs with available resources. The prime factor, however, in the process of transmitting knowledge and skills to persons seeking greater competence in some area of education is the willingness of educators to share their expertise with other school-based professionals and laymen.